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Vol. V.] SAN FRANCISCO. [No. 1.

ADDRESS OF PROF. BENJAMIN SILLIMAN,

AT THE FOURTH ANNUAL COMMENCEMENT OF THE COLLEGE OF CALIFORNIA, JUNE 5TH, 1867.

We live in a practical, matter-of-fact age. The universal cry is for practical men. Modern philosophy, in harmony with the times, is experimental—rejects mysticism, tends to rationalism, and deals chiefly with great material questions. It demands leaders and laborers whose intellectual habits have been moulded in the schools of experience; and the tendency is everywhere seen to subordinate, almost to ignore, those studies and pursuits which do not, to the popular understanding, appear to keep step with what is called the march of improvement.

Success is accepted as at once the test and the measure of ability, whether we speak of the triumphs of the forum, the cabinet, the sacred desk, the pursuits of commerce and industry, or whatever department of intellectual labor is taken as the standard of comparison. We cannot object to the judgment which is rendered upon this issue, provided the success is a genuine fruit of labor and talent, combined with the training of experience, and is not the offspring of a lucky accident. Mankind never fail to appreciate him who has at once the power and the disposition to serve them in whatever sphere of usefulness or honor he may elect. Just in proportion to his power and willingness to serve will he be used.

It matters not whether he makes bad poetry or bad bargains, society has no use for such, and the unfortunate author of either is left in merited obscurity.

If it is true that *Poeta nascitur non fit*, it is not the less true that *Orator fit non nascitur;* and with the orator we may class all men who achieve success and eminence as the result of labor and study, and the culture which comes from the practice of an art founded in well defined and carefully inculcated principles.

It is equally idle and unwise to quarrel with the spirit of the times in which we live. The causes which have developed the existing state of public opinion lie far back in the history of intellectual and moral development, and their discussion is foreign to our present purpose.* We accept what we find. It may be too materialistic, too prone to measure results by the vulgar standard of *cui bono*. Grant that its tendency is to sink below their proper value those studies which the experience of ages has shown to be well calculated to train the powers of the human mind to their highest development; that it exalts art into the temple of science, and encourages the youth to seek in the attractive fields of nature for a short cut to the attainment of that goal which is to be reached, if at all, only by the well-worn paths of patient study. This evil, so fatal to scholarship and intellectual growth, will cure itself. All will learn, sooner or later, that there is no royal road to learning and eminence. Everything worth having costs something in labor, or its equivalent. Even the free gifts of nature are appreciated only by those who have the sagacity to see and the industry to appropriate them. Water falls by gravity only as the equation of solar force. The sun gives light as the correlate force of molecular vibrations, resulting in motions which are either heat, light, or electricity, as they are modified by material conditions. Man is not the better for these, or any natural bounty, except as by the use of his own well disciplined intellectual powers he combines and appropriates them. It is at once the glory and reward of an advanced civilization, and of an intelligent appreciation of man's relation to nature, to place him in a position to achieve those triumphs which have been reserved for the advance of the inductive philosophy.

* See *Lecky*—History of the Rise and Influence of Rationalism in Europe. *Draper*—Intellectual Development. *Buckle*—History of Civilization.

> "Were nothing sunlike in the eye,
> How could we light itself descry?
> Were nothing Godlike in the mind,
> How could we God in nature find?"—GOETHE.

In considering this subject, let us ask ourselves how far we may mould our systems of scholastic learning to meet the demands of the age. Let us determine whether all classes of minds are to be put on the same intellectual rack. Whether Latin and Greek—important as they are—are the only means of developing those critical habits of analysis, comparison, and memory, upon which all good scholarship rests. Whether the history of Greece and Rome alone deserves the exclusive attention of scholars and gentlemen, in whose hands are placed, or are to be placed, the destinies of a continent teeming with new problems, social, political, physical. Whether the quantity of a Greek hexameter is of more moment than a clear knowledge and free use of that noble mother tongue, whose powers lie deep in the wells of English undefiled, or of those cognate Indo-European languages which form the speech and embalm the literature of the most cultivated nations of modern Europe. Whether the polity and social order of the classical nations of antiquity are more important than a knowledge of the principles of international law, and of the origin and progress of the American Constitutional Governments. Demosthenes was, beyond dispute, the great master of oratory, as Homer of verse; but does our intercourse with these noble minds of old excuse our want of familiarity with Burke and Webster, with Milton, Goethe, and Shakspeare? Euclid has demonstrated, for all time, the fundamental problems of geometry; but shall we, therefore, content ourselves in our colleges with an application of his solutions to a few familiar examples in mechanics, falsely calling it natural philosophy, while the splendid achievements of modern physics are almost ignored? Can we wonder that our college-bred sons are lightly esteemed, when they are not prepared to solve intelligently the simple problems which are presented to them by the miner, the millman, the assayer, or the manufacturing chemist? If we cannot excuse the self-conceit of the so-called practical man who conceals his ignorance beneath his empiricism, neither can we pardon the college which has turned out its graduate in arts so artless that his learn

ing fails him when brought face to face with nature and experience.

These and similar inquiries force themselves on our attention whenever the question of collegiate or university education comes up for discussion, and they must be met. Already they occupy the serious attention of lawgivers, educators, and the benevolent founders of endowments, and have made themselves felt in the modification of the curriculum of study of the most conservative colleges.

Time was when all learning was with the clergy, and all the forms of scholastic training were moulded under a theological influence. Over the doors of such institutions might well have been inscribed those lines, inspired by the same sentiment, which old John Davenport caused to be engraved upon his own tomb—

> "None but the priests—the sacred tribes,
> And those whom heavenly wisdom guides,
> May to this shrine resort," etc.

But all this is changed. The Assembly's Catechism is no longer propounded in Greek by the college President every morning at chapel, to be answered by the student in Latin.* All the solemn pedantry which compelled all students to address college officers only in Latin, and to uncover—without respect to the weather, but with the utmost respect to official authority—in presence of any officer, are among the pleasing traditions of an earlier age. If there is less show of respect for official authority, there is less show of authority itself; while the nobler sentiment of Bacon is accepted as the expression of the inspiration of modern science—"*Homo naturæ minister et interpres.*"

The older institutions of learning, both in this country and Europe, have made, as we have already intimated, important, if not rapid progress in the modification or in the extension of their curriculum of study, with a view to meet the change in public sentiment. This is seen in the addition of new chairs in the physical and exact sciences—or in the extension of the range of those previously existing—and more still in the engrafting of new schools

* This was the habit at Yale certainly as late as 1760, and probably later.

of science, philosophy, and the arts, upon the old stock of the parent institutions, expanding their scope in a few cases to the proper dimensions of a university. The enlargement of the range of study—opening up in many cases fields hitherto untried by or unknown perhaps to educators—has been followed by a hearty response on the part of those who have before sought in vain for the door of entrance to the arcana of knowledge in certain directions which have been hitherto practically inaccessible.

In every new community where in the sharp struggle for wealth or for the means of existence each adventurer is everything by turns and nothing long, it follows, almost as a matter of course, when each man considers himself as good as his neighbor—perhaps a little better—that learning falls into neglect or some measure of disrespect, while ignorance and empiricism, assuming the garb of knowledge or the practice of art, with the true spirit of quackery, presumes to arrogate to itself the honors, having already attained the emoluments, of a professional knowledge. However we may be amused or annoyed by turns, there is nothing in this state of affairs which ought either to surprise or alarm us. If the muddy pool appears profound, its shallowness is betrayed when the particles which obscured it are precipitated to the bottom, where they are sure to go if left alone. If in a well ordered community one needs boots or a coat, he does not order the one of his baker or the other from his carpenter. But in all young and formative communities, and especially in such a one as was extemporized in California, it happens almost of necessity, that men must presume to do what they *must* do to avoid starvation, nakedness, or other evils. This rule of necessity, which compels the lawyer to drive a team for want of a brief, or turns the college professor into a vendor of pies and coffee for want of students, may be very democratic, but it will be of short duration: although the contempt for learning which accompanies such an abnormal condition of society, may linger long after the organization of society itself has become in a good degree well regulated. The fate of one of Napoleon's philosophers, taken prisoner by the Algerines, who found use for all the arts and trades represented in the ship's company, but could divine no use for the student until he described himself as a person of sedentary habits, when he was immediately provided with feather breeches and set to hatch eggs, may serve

as an illustration of the estimate placed upon intellectual pursuits in a community where men are chiefly occupied by the struggle for existence and the calls of natural necessity.

Every community founded by the emigration or association of considerable numbers of people of the same class, carries with it an impress of its origin which is well nigh indelible. The Dutch phlegm of the aristocratic Knickerbockers, the quaint quietude of the Quakers of Pennsylvania, the polished manners of the early *noblesse* of Maryland and Louisiana, the inflexibility of virtue and zeal for religious truth of the Puritans of New England, the dash and military tastes of the Cavaliers of Virginia, and the refined piety of the Huguenots of South Carolina, are seen in the family likeness of their descendants. This phenomenon is seen also in the smaller circles of counties and townships, where its influence becomes even more noteworthy. If we study the history of American statesmanship, generalship, or letters, we find it true in regard to many of our eminent public men that they have sprung directly from the stock of one or the other of the several colonies here enumerated, illustrating the familiar adage that "like produces like," and that the human family are subject to the laws of physical and intellectual descent which are known to work in the blood of inferior races.

There is in the history of California since the dawn of its age of gold, the most remarkable example in modern times of the sudden development of a great and prosperous State out of a distant pastoral province lately acquired from a foreign power. For unity and intensity of purpose, for activity, energy, enterprise, fortitude in bearing hardships and dangers, it is probably without a parallel in the history of modern civilization. Placed between latitudes within which exist in admirable combination all the conditions essential to the highest development of the human faculties, and the energies of the muscular system; blessed by a climate of wonderful equality, adapted to all descriptions of open air labor, whether in agriculture, mining, or the mechanic arts; with a soil of unsurpassed fertility, and growing—from the cooler regions of Oregon to the burning furnace (*Caliente-forna*) of the South—all the productions of temperate and semi-tropical latitudes; famed long ago for its countless herds of cattle and bands of horses ranging over boundless plains,

careless of human training; wonderful in its topography—its interior valleys, its coast ranges of subordinate mountains, its serried crests and lofty masses of the Sierra Nevada, falling hardly below the line of perpetual snow; rich beyond example in its precious and useful metals, and varied mineral products; washed by the greatest of oceans, but accessible with daily increased facility by the transcontinental route once deemed so impassable—California occupies an unrivaled position crowned with countless blessings by gift of nature; she welcomes the enterprise, the virtue, and the intelligence of all lands, offering an asylum and the promise of wealth to all; and, as she repeats to the East the old verse of Berkeley, "Westward the course of empire takes its way," she sounds into the dull ears of the ancient life of Asia the battle-cry of human FREEDOM and progress.

From the combination of such elements of power and progress, we have the right to expect great results for humanity; nor shall we be disappointed. So long as California produced and exported almost exclusively the precious metals, importing nearly all the ordinary articles of consumption as well as most of the luxuries of life, the development of her other resources was slow. But the progress of the State in wealth, intelligence and population has now placed society on a basis of greater stability. The introduction of railways begins already to open up agricultural resources before unavailable, and invites to fertile farms and prosperous homes a new class of settlers, whose presence insures stability, intelligence, and a varied industry. Manufactures naturally follow in the train of social and agricultural development, and it is easy to see the importance which this series of changes assumes, in its effect upon the immediate future of the State. The general fall of the rates paid for the use of money bears testimony to the accumulation of capital, and points significantly to the new avenues of prosperity which are thus made available to all who choose to enter upon them.

It is plain, even to a person not professionally commercial, that the city of San Francisco is fast assuming a position essentially cosmopolitan, as the center of lines of great power and influence in the affairs of the world. We cannot overlook the remarkable future which seems now to be almost a present reality in her Oriental rela-

tions, so novel to our American ideas. It appears that already she has given pause to the long-established course of commercial exchange, and that the silver which has found its way hitherto by London or Paris to the East Indies, is now rapidly changing its course in favor of a direct communication with China and India. Accustomed to regard the Oriental nations as equally impassive and inflexible, we hardly know yet how to understand the demand which is springing up for our American woolens, wheat, and quicksilver among the Celestials and the inhabitants of Japan, nor have we sufficiently weighed, perhaps, the vast reserved force which rests in a population of eight hundred millions of people, or what an impression the *vis viva* of that reserve may create in all commercial and industrial channels of the world, should it move, even slightly, in the direction of a consumer of even a few products of our industry. A policy at once humane, just, and friendly towards the governments of China and Japan has not failed to secure for American commerce in those countries what has hitherto been denied to other nations. The advantages thus gained we must be careful to preserve and extend. As a commercial center, destined to be second on this continent only to New York, the question occurs: What shall be done to provide for the growing intellectual wants of the city and State? The absorbing demands of an intense materialism have hitherto blinded the eyes and deadened the ears of the community in a great degree to their duties in this direction. It becomes, therefore, the business of the educated men of the State to consider maturely and provide wisely for those demands, that the fruits of intelligence, culture, and virtue may be equal to the material prosperity which already smiles on the Golden State.

Standing here on the vantage-ground of the world's experience in physical, intellectual, and moral progress, we may with profit review its history in search of those lessons which experience offers as applicable to our conditions.

The establishment of Universities—as at Bologna, Padua, and Paris, in the thirteenth century—the invention of printing in the middle of the fifteenth, and the discovery of America at the close of the same century, conspired to hasten forward the revival of letters and art, which had already commenced in the eleventh century, and to make this period of modern history more famous than any-

thing since the best days of the Roman Empire. During all the period of the Middle Ages, we find no progress in the physical sciences, and but little advancement in any department of human learning. The inductive methods, clearly recognized by some of the older philosophers, seem to have been forgotten, or had come to be absolutely stationary, during the middle ages, when dogmatism and mysticism took the place of that clear perception of truth, the firm grasp of which is essential to the progress of science. Hence we find indistinctness of ideas in all departments of learning, which is the fruit, if not the cause, of the want of an exact use of terms as connected with, and expressive of a precise knowledge of facts and phenomena. It is curious to note how completely at sea the ablest minds of this period were, whenever they attempted to reason upon the most familiar facts of ordinary observation. When "hydrostatical *paradoxes* were proved and illustrated by experiment," and it was seriously argued that "levity is a positive quality of bodies, as well as gravity," and that "heavy bodies must fall quicker than light ones." The controversy of the Aristotelians with Galileo in the seventeenth century, when from the leaning tower of Pisa he demonstrated the fallacy of the latter proposition by actual experiment, was closed by the argument still in use whenever a favorite assumption is overthrown by facts,—"well, so much the worse for the facts." But gradually the dogmas of the days of mysticism have one by one fallen before the light of truth. The supposed influence of planets upon the fate of men at birth, which serves now to create a smile, or adorn a fiction, was for ages the firm belief of the strongest and sharpest intellects as well as of the popular masses. Even Bacon, often called the father of the inductive methods, could not completely purge his mind—great and small by turns—of the superstitions of his times, and his ill-concealed belief in astrology is in harmony with his crude lists of *materia medica*. Let us not arrogate to ourselves great superiority over those times of old, for the human mind is ever open to the secret misguiding influence of mysticism—is always more chameleon-like than independent, and invariably takes form and color from surrounding influences. We make ourselves merry over the delusions of mediæval alchemy, but we need not go beyond the Golden Gate to find a repetition of the same phe-

nomena—under our own eyes—when we see in open court a modern Raymond Lully, with his "invisibles," magnetizing the gold from the grasp of those whose ancestors drank, under the wrath of Moses, the dust of the golden calf.* Nor was the effort of the alchemists to convert the baser metals into gold by any means so absurd, in view of the state of knowledge at the time, as the persistent efforts we have all witnessed in these regions, and which are daily repeated, to solve some of the difficult chemical problems of practical metallurgy, by various ingenious mechanical contrivances. Whenever men abandon the strict methods of patient investigation, and follow the promptings of the imagination or the suggestions of hope, in place of facts and the principles drawn from them, then the day of empiricism and quackery begins, tables turn, mediums communicate messages from the illustrious dead in execrable English, astrologers prophesy, and alchemists with magisteries convert iron into gold, or extract the precious metals from their chemical combinations by mechanical methods. But happily, we live at a time when all are ready to concede the value of knowledge—when, thanks to the general training of a good common school education, the masses of men everywhere are able to see and appreciate, to some extent, the advantages of superior culture, and the learned man is no longer in danger of being an object of aversion or suspicion to the vulgar, nor does he stand in need of the protection which in the seventeenth century called forth from Naudæus, a learned Frenchman, "An apology for wise men."

By the admirably digested law of 1866, the People of California in their "Act to provide for a system of Common Schools," † have laid the foundation and set up the framework of the best system of general common school education for the whole people which exists in any State or country where the English language is spoken. If the compulsory system of Prussia is more mandatory, we should hesitate long before exchanging for it the free scope of our own. Your distinguished Superintendent of Public Instruction ‡ has done for the future of California what it rarely falls to the lot of any one

* Case of Hobson, San Francisco, May, 1867.

† Statutes of California, 1865–66, Chap. ccexlii, p. 383.

‡ John Swett.

man to accomplish—the moulding and training of the youthful minds of this and succeeding generations in the elements of a sound education upon a broad and liberal basis—rich in the best fruits of a long and successful experience drawn from all sources. The full measure of practical wisdom embodied in this organic Act can be seen in its best development only, as time crowns it with the fruits of successful trial: it lays broad and deep the foundations of intelligence and virtue in the commonwealth. Education—meaning a symmetrical development of both the moral and intellectual powers of man—is by universal assent, in these days, the corner stone of the Christian State. Despotism, whether political or religious, is the only advocate of ignorance among the masses of mankind. It has tried its hand in all ages at the administration of human affairs, and with a success which has been generally in proportion to the absence of intelligence in the masses governed. The American system, whatever its defects may be, clearly recognizes and has ever done so, the duty of the State to foster and develop popular education—to make it possible for every man to secure the blessings of education in some important degree for his children. So clearly was the training of youth in the higher departments of learning recognized by the early colonists of the older States of America, that we find them enacting laws and imposing taxes at a very early day for the promotion of education and the endowment of colleges. It is needless here to repeat the familiar history of the early development of the educational plan of the older States, or to cite in proof of their recognition of their duties to posterity, the endowments, feeble almost to parsimony, which initiated the life of Harvard and Yale, of Hampden-Sidney, or William and Mary.

If it is true, as Cotton Mather asserts, that "God winnowed the chaff of the old world to obtain the few grains of wheat wherewith to plant the new," we must acknowledge in view of the early struggles of the older and now the most influential colleges of the Eastern States, that the soil into which the educational portion of these germs was cast, was for some generations not a hotbed—the tardy and stunted earlier growth of the system contrasting strangely with the vigor which marks its present development.

The experiences of these early colleges will not be repeated; the times are changed, and we are changed with them. Learning

in those times, as has already been intimated, was mostly with the clergy. Colleges were regarded as schools of the prophets, or, like Dartmouth, were founded to convert the heathen. The country was poor, population sparse, the common school system undeveloped, the learned professions in the hands of the few, taxes reluctantly paid and often in kind: the arts had hardly begun to exist, cotton and steam were unknown, not to name the discoveries of science and the wonderful combinations of capital and skill which have developed with such gigantic power the resources of the world in the nineteenth century.

Legislatures, more than the people who create them, are sensitive almost to jealousy of religious or sectarian bias in the control of public educational institutions drawing their support in any degree from the State. Avowedly a religious people, and declaring in our national Constitution liberty to all men to worship God according to the dictates of their own consciences, we seem as legislators, when it comes to the enactment of laws respecting education, practically to ignore the religious element, leaving matters of this sort to shift for themselves, with a latitudinarianism worthy of Pagan Rome.

The truth is, our English and American common law is essentially unchristian. While we draw our moral code from the Gospels, our civil code is Saxon and Roman—essentially Pagan.*

The 30th and final section of "An Act to establish an Agricultural, Mining, and Mechanical Art College," passed in 1866, by the Legislature of California,† declares that "the College shall not, in any manner whatever, be connected with, or controlled by any sectarian denomination." As there is no act of public worship of God possible to which the term "sectarian" might not be applied by some party of different belief, or of no belief at all, such an enactment would appear really to be equivalent to an absolute prohibition of all acts of worship whatever. The intent of the clause is obvious, but its practical working may be disastrous. This subject has excited much discussion in the older States, and it is instructive to observe its practical workings. In Massachusetts, where from the

* For a striking exhibition of this strange anomaly, see Mr. H. Dixon's "New America," chapter xli, "Domestic Law."

† Statutes of California, 1865–66, p. 509.

first the State had a voice in the administration of the affairs of Harvard College—originally the most orthodox of all colleges—she has within the last two or three years entirely withdrawn from the university councils, leaving the duties formerly exercised by the Overseers, representing the Commonwealth, to devolve by law upon the general body of the Alumni. The institution thus becomes an independent organic whole, and having derived its funds in some small degree from the State, but far more from private benefactions, it is now wisely left to ordain and manage its own affairs, subject only to the high court of convention of its own peers, the Republic of Letters of its own Alumni. At Yale, the State has only a formal and never a controlling influence in the college corporation; the Governor and six senior members of the State Senate being, *ex officio*, members of the *Senatus Academicus*, but always a lay minority, the majority being, by the terms of its charter, ministers of the Congregational denomination. Practically, the religious complexion of these institutions exercises no undue influence on the students, who are at liberty to elect their own form of worship, always providing that they elect and adhere to some form. It is unavoidable, in the very constitution of human nature, that some form of religious belief should prevail. To meet this exigency, the Legislatures of Virginia and of Michigan have provided, at the Universities of those States at Charlottesville and Ann Arbor, that certain religious persuasions, named in the Act, shall, in rotation, and for a prescribed time, hold sway in each. But in the natural progress of development, arising from the demands of the times, and the increase of the means of instruction, the older institutions before named have evolved successively one Faculty, or body of instructors, after another, until the "College," which was originally confined in its scope exclusively to training young men for the ministry, and in belles-lettres, and mathematics, and to granting degrees in arts, has now become the nucleus of separate and distinct faculties of Arts, Law, Medicine, Theology, and Science—each faculty exercising a separate function, prescribing its own order of study, its conditions of examination, and enacting the by-laws under which its affairs are conducted: in short, maintaining a completely separate existence, except that all recognize a common President, who alone, under the authority of the General Board, has power to confer degrees.

Thus, almost without the knowledge or consent of the parties interested, has the original idea of an American College been enlarged to the dimensions of a University.

The question of greatest practical importance in the educational affairs of California is, How shall a high collegiate or university system be developed here, and in what respects must it be modified to meet the wants of the situation and time? Something higher and broader than a common school system, as well as something more special and professional, must be provided, if we would have educated men trained to fill the high positions of responsibility and honor which the public duties and requirements of a great and growing community of intelligent American freemen demand. It is inevitable that in the progress of human development there should be a demand for men who, from their acquirements, talents, and position, are raised above the mass. If the average intelligence of a community is raised by the normal operation of a well-considered system of common schools, it becomes all the more important, as it is also the more practicable, that there be those who, by virtue of the power of a superior culture, may rise to a controlling influence in all departments of the State—civil, literary, scientific, military, commercial and religious. There is but one way in which this select class of controlling minds can be prepared properly for the high duties awaiting them, namely: by the establishment of a higher class of institutions of learning. If this subject has yet had but little attention in California, the cause is not difficult to assign, nor is the little progress made in this direction in any just sense a cause of reproach to the intelligence of her people. The time is now arrived when it must, and doubtless will, receive the attention which its importance demands.

The conditions of life in California have, up to a very recent period, been in some important respects quite peculiar and without a parallel even among what we call the newer States of the Union. The first emigration was, to an unusual extent, of young men in the vigor of life, without social ties, and fluctuating to an extraordinary degree. The arrival of the new comers for many years was almost equaled by the departure of those who had filled themselves with gold or disappointments, so that the actual increase of population in the State in 1863 over what it was in 1853 was far less than it had

been in most of the Western States during the same period. Even to this day, a majority of adults whom one meets in California, and who have been here from what they call an "early day," speak of "going home" as soon as circumstances permit. Few, comparatively, act or speak as if they expected to identify themselves permanently with the fortunes of the State, or to die here. So long as this is the case, we need not wonder that many things, and especially educational matters, have remained in a crude, undeveloped or unsatisfactory condition. The pioneer who moves his family to Minnesota or any Western State, carries with him all his worldly goods, and his family, if he has one, expecting to cast in his fortunes with the State of his adoption: he thus becomes at once interested in the permanent establishment of all the elements of prosperity and enjoyment—civil, political, material, educational, religious and social. The difference between such a citizen and one who expects to go "home" as soon as he has "made his pile," is so fundamental and conspicuous, that our wonder ceases when we contemplate it—or rather, is turned to surprise, that with this enormous drain on her resources, vital and material, the actual progress of California has been what we see to-day. But time, which solves so many problems and cures so many evils, is fast putting an end to this anomaly. The second decade of American life in California is approaching its completeness, and with it is coming up the goodly army of young Californians to the manner born, who have known no "home" but this; who are happy to call it home, and are blissful in their ignorance of the flesh pots of Egypt, after which the fathers yearn. To them this is a goodly country, whose sunny skies, golden-flowery plains, and snowy mountains offer ample scope and verge enough to fill the measure of youthful hope and ambition. For them your State has made bountiful provision in the common schools, where both sexes are furnished with the elements of knowledge by skilled professional teachers—the best paid body of educators in the world, and worthy of their reward.

But what has California done for that higher education which every community must provide for her sons, if it would have men properly trained for the learned professions, for statesmen, for arts and sciences? The Constitution of the State* distinctly recog-

* Section two, Article IX.

nizes the duty of the State to establish one or more Universities. Certain public lands have been set apart from the General Government for educational uses, but the proceeds of sale of these lands have thus far, I understand, gone exclusively to the support of Common Schools. No University Fund, or lands specially devoted to the uses of a University, exist.

The Act already alluded to, establishing an Agricultural College, does not contemplate a University. It is far too special and restricted in its provisions for this; nor was it so designed. Called forth specially to meet the exigency of securing to the State the benefits arising from the appropriation of public lands, under what is known as the "Agricultural College Bill," it appears to have been drawn up somewhat hastily, and fails to cover all the ground implied in its title; the course of instruction as set forth in the 13th Section being deficient in the omission of several important subjects connected with a good training in Agriculture, Mining, and the Mechanical Arts. From the mode of its organization this proposed Agricultural College is open to the much more serious objection, that it is ever subject to the fluctuations of party politics, than which nothing can be more fatal to the well-being of an institution of learning. It is also cut off from the advantages which in the older States have been found so valuable, arising from their connection with existing institutions of learning, whereby it is deprived of the aid to be obtained from the association of labor and capital, and the use of existing establishments if any such there were.

The State is, therefore, still without any provisions for the establishment of a University. No merely polytechnic or trades school —no simply professional school—is a University. Such schools if wisely ordered are extremely useful, and the pressing demand which is felt in this State for a good Mining, Mechanical, and Agricultural College may very likely for a time keep back the development of a State University, and obstruct the plans of those who seek to establish literary and scholastic institutions of a higher grade, like the College of California.

There is nothing so conclusive in life, as the teachings of experience. No arguments are so powerful to expose a false system as this test. Men who mistake the courage which rises to cope with great physical obstacles and the brute force of indomitable will for

power and training, will be convinced of their errors only by the teachings of experience. As a people, we have a high conceit of our own powers. We have accomplished many wonders, and believe ourselves capable of achieving anything. A writer in a recent public journal, discussing the peculiarities of the American character, speaks thus:

"The ear of the public has been so stuffed with compliments to American enterprise, American self-reliance, and American practical talent, that the public has not yet discovered how incomplete and fragmentary is the practical side of our character. We are swift in all things, but thorough in very few. We are practical, it is true, up to the demands of our most pressing necessities, but beyond that point chaos begins."*

Few words are more thoroughly abused than the word *practical*. In its proper sense, of one skilled in the use or practice of an art or profession, we all accept it as of excellent meaning. But too often it is employed as an apology or cloak for ignorance or arrogant pretension—or is used as a weapon of offense against those whose knowledge it is designed to undervalue by the assertion that it is "theoretical," and not practical. It needs but little experience in the affairs of life to demonstrate the fact, that of all men, the so-called practical man—meaning one who has acquired an art without training or culture—is the greatest theorist, while the truly practical man combines the experience derived from the practice of an art with a competent knowledge of the principles on which it rests. There is a certain indistinctness of ideas and mental confusion on the part of many intelligent persons on this subject, which has its origin in a want of a clear notion of the fundamental difference between *art* and *science*. If we examine the records of invention, we find that art has generally preceded science; that we are indebted to the middle ages for the invention of printing, of paper, glass, gunpowder, the mariner's compass, algebra, and many other things of a like kind. Architecture at the same early period reached a point of beauty which it has never passed: so that a reactionist, reasoning against the claims of modern times to superior science and skill in the arts, might make a plausible argument in favor of the mediæval period. The proper answer to such an argu-

* Atlantic Monthly, April, 1867.

ment begins "by distinguishing between art and science in the sense of general, inductive, systematic truth. Art is practical, science is speculative: the former is seen in doing; the latter rests in the contemplation of what is known. The art of the builder appears in his edifice, though he may never have meditated on the abstract propositions on which its stability and strength depend. The science of the mathematical mechanician consists in his seeing that under certain conditions bodies must sustain each other's pressure, though he may never have applied his knowledge in a single case." * * * "Art is the parent, not the progeny of science; the realization of principles in practice forms part of the prelude, as well as of the sequel of theoretical discovery. Thus the inventions of the Middle Ages before alluded to, though at the present day they may be portions of our sciences, are no evidence that the sciences then existed, but only that those powers of practical observation and practical skill were at work which prepare the way for theoretical views and scientific discoveries."* If the practice of an art implied as a prior necessity to its skillful use a knowledge of the principles of science involved in it, what mechanician so learned as the juggler who balances on a pole, or the monkey who swings by his tail?

The same distinction obtains between *invention* and *discovery*, which is made between art and science. Many an invention of the greatest importance adds nothing whatever to the sum of human knowledge — does nothing to enlarge the boundary of scientific truth, and yet it may change the whole face of society. The discovery of voltaic electricity and of electro-magnetism preceded by many years the invention of the electro-magnetic telegraph, which involved no single fact or principle new to science, nor one which science had not long before presented to the free use of the inventor. He who devotes himself to enlarging the bounds of human knowledge must rest content too often with the fame which history is sure to award him, while the inventor applies the principles which the investigator has discovered, to enrich the domain of art or benefit mankind. It is the happy lot of modern science, however, often to combine in one these two functions, and the rec-

Whewell—History of the Inductive Sciences. Vol. i, p. 333.

ords of science give us illustrious instances of the union of science and art—of discovery and invention in one—of which the safety lamp of Davy and the discoveries of Daguerre and Talbot in sun-painting are in point.

Did time permit, I would here enter a plea in favor of the disciplinary value of scientific studies, as an element of intellectual training—comparing favorably with those other studies of a linguistic character which have hitherto occupied so absorbing a place in collegiate life, and which must ever form part of a polite education. The methods of investigation in use in modern science, in the severity of the logic and inductions employed, in the patience and caution they demand, are surpassed in rigor only by the demonstrations of mathematics. The constant tendency is to place everything in science, as far as possible, upon a mathematical basis. The elements of quantity, motion and time find application even in the departments of general Natural History, while in Physics and Chemistry we see sciences formerly occupied chiefly with the exhibition of phenomena now well settled in mathematical exactness. The methods of investigation employed by science in the discovery of truth and in enlarging the bounds of human knowledge, are, of all known methods of intellectual exercise, those best calculated to train the mind to habits of close and patient observation, comparison and analytical weighing of evidence. The practical reformers in science, the men who first broke away from the mysticism of the mediæval times, appear to have been fully inspired with the spirit which should ever actuate searchers after truth. "They were modest, slow, despising no knowledge—whether borrowed from tradition or observation, confident in the ultimate triumph of science, but impressed with the conviction that each single person could contribute a little only to its progress—yet though thus working rather than speculating, dealing with particulars more than with generals, employed mainly in adding to knowledge, and not in defining what knowledge is, or how additions are to be made to it, these men, thoughtful, curious, and of comprehensive minds, were constantly led to important views on the nature and methods of science." *

* *Whewell*—Philosophy of Discovery, p. 105.

This portrait by Whewell, of the practical philosopher of the early days of science, was obviously not drawn for the variety of that genius most commonly seen hereabouts! From what has been said, it must be evident that the truly practical man must be trained in the schools of experience and science: if he would cope with the problems he is sure to meet, he must "despise no knowledge, whether borrowed from tradition or observation"—he must, in short, be an educated man.

California has never shrunk from any call of duty or of benevolence when its obligations have once been made evident. Her action in the case of the Sanitary Commission rescued that great charity at the critical moment from disaster, and stimulated other States to emulate her abounding liberality, which none of them ever equaled. Let it once be made clear to the minds of your legislators and men of wealth that there remains for them a great duty to perform, involving the welfare and happiness of the rising generation and of future ages, and the means will not be wanting to make the endowments essential to establish on a firm and sufficient basis either the College of California or a State University.

The same wisdom which has framed a law so catholic and ample as the Common School system, will not fail when applied to the development of the details of the University system, which is its logical sequence—its indispensable supplement and crown.

EDUCATION IN GREAT BRITAIN.

[From our Special European Correspondent.]

THE SCHOOL SYSTEM.

The aid furnished by Government, for educational purposes in Great Britain, consists in a sum of money annually granted by Parliament to promote the education of children whose parents support themselves by manual labor. To accomplish this purpose, assistance from the grant is given, to maintain elementary schools for the education of the laboring classes, and normal schools for educating and training teachers. To obtain this assistance, the following conditions—with others of less importance—must be complied with:

"Every school aided from the grant must be either a school in connection with some recognized religious denomination, or a school in which, besides secular instruction, the Scriptures are read daily from the authorized version." In elementary schools, the school building must be well ventilated, properly lighted, and contain in the principal school-room at least eighty cubical feet of internal space for each child in average attendance; the principal teacher must be "duly certificated," and the girls must be taught plain needle-work.

Elementary schools, fulfilling these conditions, are entitled to annual grants, the amount of which depends principally upon the number and proficiency of the scholars. This is determined by an examination conducted by one of "her Majesty's Inspectors of Schools." It is presumed that the school has been taught in classes corresponding to the six Standards of Scholarship prescribed by law. The requirements of the First and the Sixth Standards will suffice to give an idea of the course of study pursued:

"STANDARD I.—*Reading*—Narrative in monosyllables. *Writing*—Form on blackboard or slate, from dictation, letters, capital and small, manuscript. *Arithmetic*—Form on blackboard or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10, orally from examples on blackboard.

"STANDARD VI.—*Reading*—A short, ordinary paragraph in a newspaper or other modern narrative. *Writing*—Another similar paragraph, slowly dictated once by a few words at a time. *Arithmetic*—A sum in practice or bills of parcels."

The Second and Third Standards require a knowledge of "the four ground rules;" the Fourth and Fifth, of compound numbers.

In writing, it is understood that the orthography of the exercise is to be considered, as well as the penmanship. A beautifully written exercise, badly spelled, may give the pupil a failure mark under the head of writing; for the inspector recognizes no intermediate attainments between perfection and total ignorance. The pupil either *passes* or *fails*. The *real* standard in reading and writing must depend principally upon the Inspector's judgment. In schools connected with religious denominations, the children are examined in the Catechism or some portion of the Bible; but in most schools the managers do not insist upon the pupil's learning the

Catechism, if the parents object; although they may do so in any school.

To arrive at the financial result of the examination, we will divide the pupils present on examination day into three classes, viz: (1) Those who have attended the school less than one hundred and one days during the year; (2) Those who are under six years of age: and (3) Those who are over six years of age. The school receives nothing for the first; for the second, six shillings and six pence, each; and for each "*pass*" in the third, two shillings and eight pence; or in other words, eight shillings for each perfect scholar.

In addition to this, four shillings is granted for each scholar in average attendance, during the school year, of not less than two hundred days. Thus a perfect school would receive twelve shillings for each scholar over six years of age, and ten shillings and six pence for each one under that age. The average amount actually received, is less than nine shillings for each scholar in average attendance. It is estimated that the average cost of education in these schools is near thirty shillings annually for each child. The children pay from one to five pence weekly, or probably, on an average, about nine shillings annually. This leaves twelve shillings to be made up by subscription or endowment. But in endowed schools, if the grant and endowment together exceed fifteen shillings, the grant is diminished by the amount of the excess.

The normal schools fare better—the grant amounting to about five-sevenths of the total expense, including board and lodging for the students. In many of these schools, the two years' course of instruction, with board and lodging, is given free to all who pass the entrance examination, and declare their intentions to become teachers in the Government schools.

The classes of teachers recognized by law are: pupil teachers, assistant teachers and certificated teachers. Pupil teachers are boys or girls serving an apprenticeship under a certificated teacher. Before admission to apprenticeship, it must appear that the candidate is over thirteen years of age, and not subject to any infirmity likely to incapacitate for the profession of teacher. The permanent disability or loss of an arm or a leg is a positive disqualification for the office of pupil teacher. The entrance examination requires a knowledge of the rudiments of Geography and Grammar, in addi-

tion to what is required of a pupil in the Sixth Standard. The full apprenticeship occupies five years. At the close of each year, the pupil teacher is examined in accordance with a Standard of Scholarship which requires at the end of the fifth year a pretty thorough knowledge of Arithmetic, Geography, Grammar, British History, the first book of Euclid and the first four rules of Algebra. The principal teacher must give at least five hours' instruction in these studies out of school hours each week.

Among the provisions of the "Revised Code," relating to pupil teachers, is the following:

"Pupil teachers must be of the same sex as the principal teacher of the school, or department of a school, in which they are employed; but in mixed schools, or departments of schools, under a master and mistress, female pupil teachers may receive instructions out of school hours from the master, on condition that the mistress be invariably present during the whole time that the lessons are being given by the master, who must be husband, father, son, or brother of the mistress, and not both young and unmarried." One only wonders why a thousand and one similar clauses were not added, providing for every possible violation of propriety, or act of indiscretion on the part of the teacher.

Pupil teachers who have completed their apprenticeship with credit are eligible to the office of assistant teacher, in which capacity they need not receive instruction nor undergo examination.

"Teachers, in order to receive certificates, must be examined, and must undergo probation by actual service in school." The candidate for examination must have attended a normal school one or more years, or be over twenty-two years of age, and have had at least two years' successful experience as teacher. After passing the examination, the teacher is usually under probation two years. Then a certificate of the fourth or lowest class is issued. This certificate remains in force for the next five years, when, if the teacher has been successful and has not changed more than once from one school to another, a certificate of the second class is issued; and so on until the first class is reached. Thus, after some twenty years' labor in the school-room, the veteran teacher receives a first class certificate. The momentary exultation felt upon receiving this, the highest honor awarded the faithful teacher, gives way, it

may be, to a painful consciousness of the fact that all these long years spent in teaching only the elements of three studies, have but incapacitated him for teaching the higher branches; and that after all, the holder of a fourth class certificate may be his superior. He recollects, however, that the schools are of but the one grade. A higher position is no more accessible to others than to himself. With this coldly comforting reflection, he pockets his certificate, goes back to the old school-room, and—teaches Reading, Writing and Arithmetic.

I have now presented the most important features of the British school system. It is a sad fact that its defects are due as much to the prejudices of the people as to a want of wisdom in Government. If the faults were in the law only, we might hope for a speedy change; but the deeply rooted prejudices of society cannot be overturned by the enactments of the legislator. "Caste" is the great obstruction in the way of public education in Great Britain. Each class of society has its own schools, and each considers it a disgrace to patronize the schools of a lower class. Even the poor man who supports his family by daily labor is *permitted* to pay a few pence tuition in the Government schools, that he may feel himself above the pauper, whose children go to the *free* ragged school. Thus, the criticism that the Government schools are neither public nor free, is practically answered. Make them legally public, and, as now, only the laboring class would attend. Make them free, and you rob the poor man of "*caste*" which he deems it a privilege to pay for. "But why," the reader asks, "is the course of instruction so limited?" "Must a working man's knowledge be be limited to the R.'s.?"

These questions are answered by the fact that all but five per cent. of the children are taken from school and put to work, at the age of twelve years; and only one per cent. of those in school belong to the Sixth Standard. When I am thus reminded that the fathers who marched in the Reform Procession, last February, claim a right to the labor of their children as soon as they enter their teens, a conservative feeling creeps over one, and lessens my sympathy for them in their failure to gain "manhood suffrage."

V. R.

London, April 22d, 1867.

THE BIBLE IN THE PUBLIC SCHOOLS.

Concerning the use of the Bible in public schools, there is a wide diversity of opinion. By some it is held that the Bible should be placed in the hands of children, and used as a daily reading book; by some, that it should be used by the teacher only, for reading short select passages; and by others, that it should not be read at all.

Custom differs in different cities and States. The fact that no State school law in any State contains any statutory clause requiring the use of the Bible in school, would seem to indicate that legislators have had doubts as to the right of the State to compel its use without conflicting with the religious liberty of its citizens.

The Jew sends his children to the public school; and he holds the reading of the New Testament, which, according to his religious convictions, is a fable, to be an interference with religious liberty. The Catholic objects to the old English translation of the Scriptures, and the Protestant to the Douay version. Therefore the decision of this question has wisely been left to local Boards and Trustees, who are supposed to represent the more immediate wishes of the people whose children attend school.

The school regulations of San Francisco *allow* the daily reading of the Bible by the teacher, without note or comment, as a devotional exercise, but do not compel it; and in the schools of the State generally, teachers who desire to read select passages of the Scriptures in school, are not interfered with by either Trustees or parents. Both teachers and Trustees have had too much good sense to attempt to force the daily reading of the Bible, when it would offend the religious prejudices or convictions of any large class of parents whose children attend the public schools.

Every formal resolution to make the Bible a text book in the common school has been voted down in every State Institute and Convention; yet many of the same teachers who so voted, were accustomed to read the Bible in school every day. The result is, that the Bible is read in many schools without exciting any objections; when, if the abstract question had been agitated, endless dissensions would have been excited. The history of the world proves the folly of legislating on religious convictions and opinions. If a

teacher be not prompted by his own sense of duty, and his own practical piety, to read the Bible, or open his school with prayer, is it reasonable to suppose that any compulsory devotional exercise would be anything more than a form? And if the parents of any large number of pupils in school object to the daily reading of the Bible, cannot a pious teacher dispense with the form, and yet teach with the spirit? The readers are full of Bible stories, to which none can object; the text books contain the great foundation principles of Christian morality drawn from the Bible; and if the teacher be a man whose daily life is an exemplification of all Christian virtues, his example will be stronger than formal precepts, in training children to reverence God, to do right, and to practice the virtues of industry, sobriety, truth, chastity, and purity. It is the *manner* of reading the Bible in school, and not the fact of its being read, which is the measure of its influence. I remember with regret the careless levity with which the scholars of the little school I attended when a boy, "read round" in the Bible every morning, and it was fortunate for me that the irreverent spirit of the school devotions was counteracted by family worship at home. Better a thousand times no reading, than that accompanied by irreverence and inattention.

The present is an age of the largest and broadest personal liberty of religious opinion; the children of all classes are found in the common schools; and school officers and teachers should manifest a tender regard for the religious scruples of both Jew and Gentile, Protestant and Catholic, and hold the schools free from any violation of the great principles guaranteed by the National and State Constitutions, that every man be left free to worship God as he pleases, and to teach his children his own religious faith.

The great purpose of the common school is intellectual culture, as a foundation of moral and religious education; for without intelligence, religion degenerates into bigotry. It is left for the home, the Sunday school, and the church to teach forms of religious faith and worship. If each does its work without interference with the other, the result will be harmonious. If the church attempts to make the public school both a church school, and a Sunday school, the result will be disastrous.—*Supt. Swett's Biennial Report*, 1865.

Resident Editors' Department.

COMMUNICATION FROM PROFESSOR LAYRES.

EDITORS CALIFORNIA TEACHER: In the last number of your monthly issue you were pleased to take notice of my first book on "The Elements of Composition, Belles-lettres, and Oratory," which is designed for the use of public and private schools. For this favor, I return you my sincere thanks. In your comment you stated that "*the text is somewhat abstruse, and that I seemed aware of this, since I have placed under almost every page questions with short answers, comprising the main points of the more elaborate statements above.*" This fact needs explanation, which I ask permission to give.

My object in placing short questions and answers, was not to remove any abstruseness which is in the text, but to shorten the lesson for pupils of lower grades; also to indicate the points of the text which ought to be committed to memory, and those which may be omitted. The first book was originally designed for High schools, but subsequently it was deemed well to adapt it to Grammar schools also; hence it became necessary to add short questions and answers for younger pupils. This is sufficiently stated in the note under page 15: "The teacher will observe that a long and short answer may be given to each question; the former is contained in the paragraph of the text to which the number at the end of the question refers, and the latter is placed immediately after each question. The long answer is certainly preferable, *and should be required from pupils of higher grades.*" In fact, if the text were *abstruse*, which means "difficult to be comprehended," I know not how I would make it more comprehensible by condensing it into short questions and answers. That the subject of composition is difficult, all will admit; but that it is abstruse, few will concede. Certainly, it is not so abstruse as some subjects of mental and natural philosophy, which are taught in schools nevertheless; and even if composition were abstruse, it being a necessary branch of education, cannot be omitted in schools. But a subject which is not abstruse of itself, can be made so, by using obscure language. Whether this be the case with my first book, I will respectfully refer to the authorities who have reviewed it either wholly, or in part, whose testimonials have been appended at the end of the book. I will mention here, the principal only *Hon. John Swett, State Superintendent of Public Instruction*, says: "The first volume seems to be well adapted to the wants of our grammar and ungraded schools, and will, I think, be favorably received by teachers. It is simple, concise, and well arranged." *Hon. J. C. Pelton, Superintendent Public Schools, San Francisco:* "I am prepared to concur in the recommendation of the Honorable Superintendent of Public Instruction." *Rev. W. H. Hill, Superintendent Public Schools, Sacramento:* "I came to the conclusion that for completeness and simplicity of style, it was and

would be without rival." *T. W. Hatch, Superintendent, Sacramento County:* "Its publication will supply what is much needed in our higher schools, a work on Composition, Belles-lettres, and Oratory, combining comprehensiveness with conciseness, and simplicity." *Theodore Bradley, Principal Boys' High-school, San Francisco:* "The clearness of definitions in these volumes gives them a decided superiority." *James Denman, Principal Girls' Grammar-school, San Francisco:* "The style is clear, terse and pleasing." *Miss C. L. Atwood, Teacher of Rhetoric, Boys' High-school, San Francisco:* "My attention was especially attracted to the great clearness of statement that characterizes the work." *M. L. Templeton, Principal Boys' High-school, Sacramento, and others:* "The manuscript of the work which has been shown us, which when completed and published is intended to be used in our schools, is in our judgment admirably adapted to the purpose; in fact the only one we have met with which treats of these subjects fully, and yet so plainly as to bring them within the comprehension of the young pupil." To these testimonials the fact may be added, that the Board of Education of Sacramento City has adopted the first book for the lowest grade of Grammar schools.

From these testimonies I may be permitted to draw two conclusions—*first*, the text of the book is not abstruse; *second*, the book is not unpopular with the principal teachers and directors of Public Instruction on account of any abstruseness inherent to it. However, it is well to observe again, that the art of composition is of itself certainly difficult, yet it is necessary; it must be well taught by principles, rules, and examples, or not at all. An author cannot change the nature of a subject; he only can, and must expound it clearly, fully, and concisely. Whether these qualities are found in the first book on "The Elements of Composition," the majority of competent critics must judge.

Very respectfully, yours, AUGUSTUS LAYRES.

SONOMA COUNTY INSTITUTE.—This Institute, held at Santa Rosa, was largely attended, and the exercises were varied and interesting. We regret that our crowded columns will not allow a full report. We have been requested by a teacher from the County, to publish the following extracts from a debate on the question of the Use of the Bible as a text-book in Public Schools:

Mr. L. R. Clark, on Monday evening, took exception to a statement put forth by Prof. Lippett, the previous evening, when informing the Institute that he expected to be the successful candidate at the forthcoming election for State Superintendent of Public Instruction, and that he would use all "the influence of his office to have the Bible adopted as a text-book in the schools of California." Mr. Clark held that the Bible was too holy, too good and too sacred to be put into the hands of thoughtless children; and experience had proved so. The Church and Sunday School were the place for the Bible, and not the public school, where it would be treated as a common school book.

Dr. Biggs also arose to take exception to the Professor's avowal of intentions, though on different grounds from the last speaker. He had no intention of objecting in any manner to the Bible, *per se*, or to its use in schools when perfectly agreeable to all parties concerned; but he felt bound to protest in the strongest manner against forcing any system of religious teaching into a public school in opposition to the conscientious convictions of the parents of the children in attendance, and he regretted to hear the Professor deliberately state that he would, if successful, as he expected to be, use the influence of his office to thrust the apple

of discord into the public schools of California. The Professor had stated that he would concede the point of the New Testament to the objections of the Jew, but he was not prepared to make any concessions to the equally conscientious objection to the Catholic or Protestant version of the Scriptures, or to any religious teaching except under the supervision of their own clergy. It was not the question whether this objection seemed reasonable to those of the Professor's way of thinking or not. Who made him the judge of another man's conscience? It was sufficient for the point that the Catholic entertained the objections; for he had an inalienable right to have that objection respected. Are we in this age of the world, in the State of California, to fall back on the old doctrine of religious compulsion, or are we to have full and free toleration? The truth was, there was a proselyting idea at the bottom of this forced Bible reading, and the speaker had seen and heard too much of the evils of this state of things in Ireland not to feel a perfect horror of all such. The history of education in Ireland for the last century was that, until the year 1831, the Catholic had been debarred from all opportunities unless with the insulting accompaniment of proselyting influences. Professor Lippett has stated that there was no morality except from the Bible or from prudential considerations, but would any one in that Convention dare to stand up and say that the Catholic had a less perfect standard and appreciation of moral right and wrong, than the Presbyterian or Methodist?

County Superintendents' Meeting at the State Institute.—The County Superintendents assembled at the State Institute, being called together, elected Rev. A. Higby Chairman, and Rev. C. E. Rich Secretary. The subject of State and County Certificates was presented by Mr. Case. Mr. Pelton remarked that the standard of per centage in San Francisco, was: first grade, 85 per cent.; second grade, 70 per cent.; third grade, 60 per cent. Remarks were made by several present upon the necessity and convenience of a uniform standard of per centage in the County and State Examinations. On motion, the standard—of 55 per cent. for the third grade; 65 per cent. for the second, with two years' experience; and 80 per cent. for the first grade, with three years' experience—was adopted. Mr. Rich moved that a committee be appointed to prepare a form for a "District Record Book," for the use of Trustees, and forward the same to the State Board through the State Superintendent, respectfully requesting it to publish the same for the use of Boards of Trustees. Messrs. Rich, Higby and Brierly were appointed to prepare such a form, and report hereafter. Remarks were made upon the benefits arising from a State Convention of County Superintendents; the substance of which was, that there are many questions of general interest to County Superintendents which should be discussed. The following motion was made and unanimously adopted:

Resolved, That the President and Secretary are instructed to call a State Convention of County Superintendents, to meet in Sacramento, on the second Wednesday in July.

Other questions were presented for discussion, but owing to the shortness of time, were withdrawn. On motion, adjourned to meet in Sacramento, July 10th, 1867.

C. E. Rich, Secretary. A. Higby, Chairman.

National Associations.—Every teacher who desires to keep up with the age, should read not only his State Educational journal, but the annual reports of what is done at the various National Associations, where many of the leading educators are accustomed to bring forth their best thoughts for the world's attention. The proceedings of the National Teachers' Association, National Superintendents' Association, and the American Normal School Association, at the meetings of 1866, have been published in a volume of nearly 150 pages, which only costs fifty-five cents in currency, and which can be secured by inclosing that pittance to James Cruikshank, Brooklyn, N. Y.

New York City.—The Annual Report for the year ending December 31st, 1866, is before us, containing able papers from Superintendent Randall, and his Assistant Superintendents Kiddle, Harrison, Jones, Calkins and Seton. Among the subjects discussed are the Classification of Pupils according to "temperamental characteristics and physical conditions"—an important suggestion; Corporal Punishment; Supplementary Classes; Normal Instruction; Geography; Compound Numbers, etc.

State Normal School.—The closing exercises of this School were held in Lincoln Hall, Monday, June 3d, 1867. The Hall was crowded to its utmost capacity, and the exercises passed off very pleasantly. The following is the Order of Exercises:

Afternoon Exercises.—*Music*, "There's Music," etc., etc., By the School; **Essay*, "Evils of Pretension," John C. Shipley; *Essay*, "Silent Influence," Julia V. Ashley; *Essay*, "Purity of Language," Sarah E. Anderson; **Essay*, "Thoughts at the Close of the Year," Adrianna L. Beers; *Essay*, "Truth," Emma Bigsby; *Essay*, "Physiology," E. Mattie Chapman; **Essay*, "The Teacher's Influence," Maggie E. Bevans; *Music*, "Swiss Shepherd's Song," By the School; **Essay*, "Castles in the Air," Mary G. Heydenfeldt; *Select Reading*, Clelia M. Lewis; **Essay*, "Power of Music," Mary P. Clark; *Essay*, "Common Things," Hattie J. Estabrook; *Essay*, "Little by Little," Clara Germain; **Essay*, Drops from the "Ocean of Similitudes," Hattie B. Locke; *Essay*, "Conversation," Anna S. Gray; *Essay*, "Evening," Kate O'Brien; *Music*, "Battle Hymn of the Republic," By the School; *Essay*, "Victory," Lizzie Newell; **Essay*, "Trifles," Grace Smith; *Select Reading*, Carrie M. Chase; *Essay*, "Friendship," Anna D. Gaddis; **Essay*, "Moral Education," Charles W. Childs; **Essay*, "Education Finished," Hattie L. Woolf; *Select Reading*, Mary Hart; **Essay*, "Natural Sciences," Flora Smith; *Essay*, "Teacher's Vision," Ella M. Harvey; **Essay*, "Swimming," Mary Hart; *Music*, By the School.

Evening Exercises.—*Prayer*, By Rev. M. C. Briggs; *Music*, Chant—"I Will Lift Up Mine Eyes," By the School; **Essay*, "Integrity," H. Powell; **Essay*, "Prognostics," Nellie M. Owens; **Essay*, "Memory's Art Gallery," Kate J. Clayton; *Music*, "The Ramble," By the School; **Essay*, "Our Common Schools," James G. Kennedy; **Essay*, "Written and Unwritten Music," Henrietta Featherly; *Music*, Song—"Mother, Oh! Sing Me to Rest," Mary L. Belding; **Essay*,

Those marked with a * were read.

"Change," Clœlia M. Lewis; **Essay,* "Foundation Stones," with Valedictory, Carrie M. Chase; *Music,* "Parting Song," By the School; *Presentation of Diplomas,* By Gov. F. F. Low; *Address to the Graduating Class,* Bernhard Marks; *Music,* Song—"Softly, Ye Night Winds," Mary L. Belding; *Delivery of the State Certificates to the Graduates,* By the State Superintendent of Public Instruction, Hon. John Swett; *Music,* "Good-Night," By the School.

State Certificates of different grades were awarded to the graduates, which were determined according to the per centage in standing in the class. Five State Diplomas were awarded to five graduates, who in addition to a per centage of 85, had taught two years before entering the School. The names of graduates to whom State Diplomas were awarded are marked thus, †; 1st Grade Certificates, *; 2d Grade, (2); 3d Grade (3):

Julia V. Ashley, (†) Contra Costa Co.
Sarah E. Anderson, (3) San Francisco.
Maggie E. Bevans, (*) San Francisco.
Emma Bigsby, (2) Sonoma Co.
Adrianna L. Beers, (3) San Francisco.
Carrie M. Chase, (*) San Francisco.
Mary P. Clark, (3) Alameda Co.
E. Mattie Chapman, (2) Sonoma Co.
Kate J. Clayton, (2) San Francisco.
Hattie J. Estabrook, (2) San Francisco.
Henrietta Featherly, (2) San Francisco.
Annie D. Gaddis, (3) Yolo Co.
Clara Germain, (2) Contra Costa Co.
Anna L. Gray, (2) San Francisco.
Mary Hart, El Dorado Co.
Ella M. Harvey, (3) Alameda Co.
Mary G. Heydenfeldt, (2) San Francisco.
Clœlia M. Lewis, (*) San Francisco.
Hattie B. Locke, (3) San Francisco.
Lizzie A. Newell, (3) Sonoma Co.
Nellie M. Owens, * (2) San Francisco.
Kate O'Brien, (3) San Francisco.
Ella A. Roberts, (2) El Dorado Co.
Flora E. Smith, (*) San Francisco.
Grace Smith, (2) San Francisco.
Hattie L. Wooll, (3) San Francisco.
Ada E. Wright, (2) San Francisco.
John C. Shipley, (†) Sonoma Co.
Charles W. Childs, (†) El Dorado Co.
Howell Powell, (†) Sutter Co.
James G. Kennedy, (†) Santa Clara Co.

To County Boards of Examination.—In forwarding the papers of Applicants for State Certificates to the State Board of Examination, the following rules will be observed: 1st. The original papers must be carefully examined, credited, and forwarded. 2d. A tabular statement of per centages must be made in a form similar to the back of a State or County Certificate. 3d. A certificate of good moral character, and of success in teaching, signed by the entire Board. The State Board, in determining the requisite standard of per centages, will be guided, to some extent, by the known strictness with which examinations are conducted, and papers are credited. At present, some county Boards seldom credit anybody less than 100 per cent., and some even exceed that standard.

The Dartmouth.—By the courtesy of Wm. D. Walker, Esq., we have been favored with three numbers of *The Dartmouth,* published by the students of Dartmouth College, and edited by the Senior Class. It is a forty-page monthly, published at Hanover, N. H., at two dollars per year; and contains articles not only of special interest to Dartmouth graduates, but also others of general interest. We wish it success.

Nomination for the Office of Superintendent of Public Instruction. Before the Union State Convention, there were only two candidates for this office—John Swett, and Rev. E. S. Lippett of Petaluma, a teacher, and clergyman of the Methodist Episcopal Church. The Sonoma delegation of ten, under the leadership of Judge Southard, traded their votes on every office from Governor to Harbor Master, to secure the nomination of their candidate, but the result was determined on the first ballot—Swett 170, Lippett 131. The Democratic State Convention nominated by acclamation, Rev. O. P. Fitzgerald, of San Francisco, the leading clergyman of the Methodist Church South, who run for the same office in 1862, on the ticket of the secession wing of the Democratic party. Mr. Fitzgerald is a gentleman of good literary attainments, but his record during the war of the rebellion will not add to his popularity with the loyal men of this State.

Personal.—C. W. Childs, of Placerville, has been nominated for the office of Superintendent of Common Schools for El Dorado County. Mr. Childs graduated from the State Normal School on the 3d of June last, with high honors, and he was one of the five who received State Educational Diplomas on account of high per centage and experience in teaching. Mr. Childs is a young man of unimpeachable character, and a teacher who will be in full sympathy with the members of his profession. It is a nomination eminently fit to be made.

Renominated.—We are glad to learn that Melville Cottle, the able Superintendent of Schools of San Joaquin County, has been renominated for the third time. He is one of the best school officers in the State. H. P. Stone, the efficient Superintendent of Santa Cruz County, has also been renominated. He is a thorough teacher, and an excellent Superintendent.

Personal.—John C. Shipley, one of the recent graduates of the State Normal School, has been elected as Assistant Teacher in the city Industrial School. Mr. Shipley graduated with a very high standing in his class, and received a State Educational Diploma. Before entering the Normal School, he had won a reputation as a successful teacher. He is the right man in the right place.

State Certificates.—In the alphabetical list of the holders of State Certificates, published in the June number of the Teacher, the following names were omitted in the list of State Educational Diplomas:—William White, of Watsonville; Ervin L. Humphrey, San Francisco; J. B. McChesney, of Nevada.

First Grade Certificates:—Miss M. E. Richardson and Miss Jennie Smith, of San Francisco; R. B. Warren, of Jackson; M. A. Woods, of Yolo.

Second Grade:—Jos. P. Kennedy, of San Mateo; Miss Frances Simon, of San Francisco. Miss Mary Bragg and Mrs. Evelyn Moss Ludlum having had two years' experience, are entitled to First Grade Certificates, on a previous examination.

The Girls' High School.—The commencement exercises of this school were held on the 28th of May, in Platt's Hall, which was crowded to its utmost capacity. The exercises indicated a good degree of scholarship in the Graduating Class of thirty-four young ladies. More than half the members of this class intend to engage in teaching in the public schools.

Boys' High School.—The examination of this school was exceedingly thorough. The experiments of the pupils with the philosophical apparatus of the school, were interesting and creditable. Mr. Bradley, the Principal, has reason to be proud of the standing of his school. The examination in Mathematics was good evidence of the skill and ability of Mr. Leonard, the teacher in that department. Mr. Sibley's classes appeared well, and the declamations of the boys gave evidence of his careful training.

College of California.—The commencement exercises of this College were held at Oakland, June 5th. Prof. Benjamin Silliman, M.A., M.D., delivered the oration, which we publish in full. There were only two graduates: Marcus P. Wiggin, and William Gibbons. The Alumni meeting was well attended. Rev. Dr. Stone delivered an eloquent address, and Frank Bret Harte read a poem, which was a literary treat.

Lincoln School.—The closing exhibition of this school, Ira G. Hoitt, Principal, was unusually interesting. The graduating class consisted of thirty boys, whose average per cent. on written examinations was 80. Chas. W. Northrup won the gold medal on 95 per cent. Silver medals were awarded to Walter Dickens, Daniel P. Bell, Charles E. Miller, Palmer Seemans, Louis Tobias, Samuel B. Christy, B. F. Longland, and W. H. Helman. Bronze medals: Edwin J. Knowles, Frank A. Stohr.

Latin High School.—The closing exercises of this school gave general satisfaction. Six young men were graduates, of whom a part will enter colleges in this State, and a part will enter Dartmouth and Yale. This school stands high in popular favor, and is in no danger of being discontinued.

Examination Papers.—The questions used in the last City and State Examination, have been sent to the General County Superintendents in the State. Applicants for State Certificates will be required to pass examination on both part one and part two of the questions. No State Certificates will be issued on examinations held after the 1st of August next.

Oakland College School.—The closing exercises of this school were of the most interesting character. It is one of the very best schools in the State, and has a *corps* of teachers embracing the best talent of the profession. We call attention to the advertisement in this number of the Teacher.

Book Notices.—The following new books have been received:

New America. By William Hepworth Dixon, Editor of the *Athenæum*, etc. With Illustrations from original Photographs. Philadelphia: J. B. Lippincott & Co. San Francisco: H. H. Bancroft & Co. pp. 495.

No work on America as seen by the English, is better worth reading than this. The author stands at the head of the journal in English literature whose words are regarded as equaled only by the *Saturday Review* in all England; he has traveled widely: he brought with him eyes well trained, and he is willing to judge righteous judgment so far as wisdom may be given. We have a great respect for the man who could write this "New America." In England the sale is great, and in this country the natural desire to see what a real English gentleman may say of us will doubtless produce results most pleasant for the publishers. Still the "New America" is not a book of travels, strictly so called. It begins in Kansas, takes us through the wild dangers and the nameless disagreeables of the passage to Salt Lake; thoroughly sets forth the need of earnest work with the Indians on the plains; tells of the western pluck—(some stories, indeed, that it is amusing to find believed by our world-wide traveler)—comes to Salt Lake and gives the fairest account of Mormon doings, purposes and faith that we have seen; returns flectly to the East by a route not carefully laid down; visits such places as Mount Lebanon, Oneida Creek, etc., where religious theories as strange as Brigham Young's are developing; discourses upon American women, women's rights, manners, liberties, and most of the themes which are canvassed in American society. Altogether a most readable book; carrying along the sense of the manliness and culture which are always refreshing to the reader, and which an author so frequently fails to impart to his book. This character about books is a wondrous thing to consider—how some hold the attention and make it remain positively fixed upon the thoughts; some so hold it that there is a luxury of freedom and yet a consciousness that it is guided, (hardly restrained) as if the mind were working out for itself great questions, or seeing for itself from the fair way of travel: some give nothing to hold attention. Besides the writer, also, there must be a reader for a book and "judgment comes to both." The "New America" is a literary curiosity, withal, and may serve to illustrate our position about writers and readers.

Outlines of a System of Object Teaching. Prepared for Teachers and Parents. By William N. Hailman. With an Introduction by James N. McElligott. New York: Ivison, Phinney, Blakeman & Co. San Francisco: A. Roman & Co. pp. 161.

We think Mr. Hailman has done good work in preparing this book. Making the proper distinction between Object teaching and Object lessons, he aims to show how the system of Object Teaching may be successfully pursued by teachers. Of course a small work like this can only be suggestive, not exhaustive of the subject; and accordingly Mr. Hailman selects Grammar, Geometry and Natural History, in order to illustrate his ideas of the proper method in teaching the established courses of study. We commend his work to the attention of all our teachers, as likely to prove of greater practical service to them than many more pretentious manuals.

THE ENEID OF VIRGIL; Translated into English Verse. By John Connington, M.A., Corpus Professor of Latin in the University of Oxford. New York: W. J. Widdleton. San Francisco: H. H. Bancroft & Co. pp. xxiv, 482.

Once in about a century there is need for a new translation of the standard ancient poems. The rendering of the "Eneid" which met the tastes and the scholarship of the last century, fails to satisfy those of the present. Prof. Connington has met the want of this age, so far as the "Eneid" is concerned. The experiment was a bold one. Speaking beforehand, we should have said the measure of English verse selected is wholly unadapted to the somewhat stately original; but the Professor has demonstrated the capacity of the language to express in the favorite measure of Scott, and at the same time with fidelity and beauty, the ideas of the favorite Roman poet. The gracefully written preface sets forth the reasons why the translator selected this peculiar style, and the result of his effort is such as must render another metrical translation for many years entirely unnecessary. We advise our readers to purchase this book and to read it carefully.

ECCE DEUS. Essays on the Life and Doctrine of Jesus Christ. With Controversial Notes on "Ecce Homo." Boston: Roberts Brothers. San Francisco: H. H. Bancroft & Co. pp. 363.

The unknown author of "Ecce Homo," besides causing innumerable unwritten thoughts in the world upon the life and mission of Jesus, has been instrumental in bringing forth from another unknown author the volume before us. While the "Ecce Homo" dwelt on the broad humanity of its subject, "Ecce Deus" regards the biographical facts as unexplainable, unless the starting point of Incarnation be adopted; and his work is devoted rather to the divine than the human elements of our Lord's earthly career. The style of "Ecce Deus" is peculiarly interesting. Many of its sentences are compressed volumes. Very rarely has a book been placed upon our table which manifested ability superior to this. The Controversial notes, however, do not add to the value of the work, in our judgment. No person who desires to keep up with the currents of theological thought during this busy age, can afford not to read both "Ecce Homo" and "Ecce Deus;" and of the two, if choice must be made, we should recommend the latter.

CHRISTIE'S FAITH. By the Author of "Carry's Confession." New York: Harper & Brothers. San Francisco: A. Roman & Co. pp. 461.

This is a republication of an English novel. It shows the effect of circumstances in the development of character; is written in an attractive style; has a good moral, and well repays one for the time spent in its perusal.

PRIMARY ARITHMETIC: For use in the Common Schools and Academies of the United States. By P. A. Towne, formerly General Principal of the Barton Academy, Mobile, Ala. Louisville, Ky.: John P. Morton & Co. pp. 144.

From our acquaintance with the author, we were prepared to find what he has here furnished—a clear, simple, practical work, which can be used by any ordinary teacher with a certainty of success.

FAMOUS AMERICANS OF RECENT TIMES. By James Parton. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 473.

This book contains certain biographical sketches which have been published in various periodicals, and are really worthy of a permanent form. There are eleven of these sketches, all in the attractive style of which Mr. Parton is master, and upon the following themes: Henry Clay, Daniel Webster, John C. Calhoun, John Randolph, Stephen Girard and his College, James Gordon Bennett and the New York *Herald*, Charles Goodyear, Henry Ward Beecher and his Church, Commodore Vanderbilt, Theodosia Burr, and John Jacob Astor. All but four first appeared in the *North American Review*, and as a rule it is safe to assume that whatever has found a place among the articles of that venerable Quarterly, has more than average excellence of one or another sort. We seem to *see*, by Mr. Parton's aid, each one of the characters concerning whom he writes: while in some things we cannot so far change our estimate of such a man as Daniel Webster—for example—we feel grateful for the sharp, clear way in which our author sets forth his views; and as a whole, we can recommend to our readers, as a most readable book, the one before us.

A NEW AND PRACTICAL SYSTEM OF THE CULTURE OF VOICE AND ACTION, AND A COMPLETE ANALYSIS OF THE HUMAN PASSIONS. With an Appendix of Readings and Recitations. Designed for Public Speakers, Teachers and Students. By Prof. J. E. Frobisher. New York: Ivison, Phinney, Blakeman & Co. San Francisco: A. Roman & Co. pp. 262.

In spite of the unfortunate title of this work, Prof. Frobisher has accomplished a good thing, and the publishers have well seconded his efforts to produce a neat volume for the aid of students in elocution. The first fifty pages would seem to be taken up with an introductory general lecture or two, the next ninety or one hundred pages with directions and drill for students, and the remaining pages contain selections for reading and declamation. Rush and Russell have evidently been carefully studied, and the Professor has modified, developed and added to them and other authors, as much as any first-class Elocutionist could be expected to do from his own experience. We commend the book to the attention of persons who are willing to *work* for self-improvement.

THE LAST DAYS OF A KING: AN HISTORICAL ROMANCE. By Maurice Hartmann. Translated from the German, by M. E. Niles. Philadelphia: J. B. Lippincott & Co. San Francisco: A. Roman & Co. pp. 198.

The king is Murat of Naples. The story opens with him as a fugitive after the fall of Napoleon, and in the south of France. He escapes to Corsica; is received with great hospitality by some of his former adherents; is elated by his reception; descends upon the Italian coast; fails in his efforts to secure the kingdom, and is executed. With the historical facts, we have in this volume a small multitude of strange actors and actions which, to our somewhat practical temperament, seem rather to deaden than awaken interest; and on the whole, we advise our readers, unless they find time very burdensome on their hands, not to trouble themselves about this particular king's last days as herein set forth.

How to Make Money, and How to Keep It. By Thomas A. Davies. New York: G. W. Carleton & Co. San Francisco: A. Roman & Co. pp. 322.

The title of this book will attract attention, and the table of contents, dry as it looks, will be likely to retain attention. Editors and teachers are universally understood to need instruction on these subjects. Mr. Davies treats of his themes in a plain, practical way, and we incline to the opinion, after a somewhat careful perusal of his book, that anybody of ordinary common sense can become "independent." His distinction between a "fortune" and an "independence," is well taken; and his tables showing how fast small savings increase if kept at interest, are very encouraging. What can be better on paper, or more simple, than saving one dollar per day for each of 313 working days in the year, and keeping it at interest, compounding once in six months? But a person who does that for fifty years will be able to retire, on not perhaps a "fortune," but still an "independence," viz: (at eight per cent.) $193,687—(page 272.) We advise our readers to try the experiment of saving, commencing from the very day they see this notice.

The Life and Adventures of Nicholas Nickleby. By Charles Dickens. With original Illustrations. By S. Eytinge, Jr. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 472.

Promptly as the month comes, comes also Number Four of the "Diamond Dickens." Cheap and beautiful are not words usually to be joined in book publishing, but this edition has won both words for its own. Of Dickens' works, the "Nicholas Nickleby" created the most commotion among the English schoolmasters; and while we happily have no Squeers on this coast, we hope our teachers will read the story in this form, to keep fresh in their minds the possibilities of vileness even in their own profession. Roman & Co. have it for sale.

The Birth of Pleasure. The Story of Cupid and Psyche. From Apuleius. New York: James Porteus. San Francisco: A. Roman & Co. pp. 110.

This is a translation of a famous story in the writings of Apuleius, who lived in the second century of the Christian era. A very high authority speaks of it as "the well known and exquisitely beautiful episode of Cupid and Psyche," and adds: "this is evidently an allegory, and is generally understood to shadow forth the progress of the soul to perfection." It is good, sometimes, to take up such a story, and to compare the class and style of what pleased the ancient readers, with what is now requisite to gain the approbation of the literary public.

Putnam's Railway Classics. Maga Stories. New York: G. P. Putnam & Son. San Francisco: H. H. Bancroft & Co. pp. 325.

We like this story book. There are "rich diggings" in the old "Putnam's Monthly," and in the *Atlantic Monthly*. All the stories in this finely printed book, except the first, are from "Putnam." There must be more left of the same sort. For a vacation trip this pocket volume is just the thing. Seventeen stories from such sources furnish plenty of material for amusement during a week's absence from the ordinary routine of life. Let our friends try it.

GOOD ENGLISH; OR POPULAR ERRORS IN LANGUAGE. By Edward S. Gould. New York: W. J. Widdleton. San Francisco: A. Roman & Co. pp. 228.

Mr. Gould's papers on Language received a large circulation and attracted considerable attention, as originally published in the New York *Evening Post*. We always read them with interest when we saw them in that journal. He has collected and rearranged them in this volume, which is of convenient size, and forms one of the publisher's educational series. Mr. Gould is very severe in his strictures on Webster's orthography. The volume closes with a Lecture on Clerical Elocution, originally delivered before the Divinity School of the Episcopal Church at Philadelphia.

LIBRARY OF LIGHT LITERATURE, No. 1. Where Shall He Find Her? From the French. New York: Crowen & Co. San Francisco: A. Roman & Co. Paper. pp. 215.

LORING'S RAILWAY LIBRARY. The Forlorn Hope. By Edmund Yates. Boston: Loring, Publisher. San Francisco: A. Roman & Co. Paper. pp. 172.

For persons who must needs travel by land or water, such works as the two whose titles we have placed at the head of this notice, are certainly convenient and probably useful, since they subserve the purpose of killing time, and if the volumes are lost during the journey, the loss is so trifling as hardly to disturb the most precarious equanimity. For persons blessed with the privilege of staying at home, we cannot conceive that these volumes can possess any value worth speaking of.

VIEWS AND OPINIONS. By Matthew Browne. London and New York: Alexander Straban. San Francisco: H. H. Bancroft & Co. pp. 294.

We cordially commend this volume of Essays, as among the most pleasant collections of its class that we have met for a long time. Twenty-two Essays on a great variety of subjects, and in genial spirit throughout, are combined to render this a welcome evening book, worthy of a place in every tired teacher's library. With two or three exceptions, every Essay is worth reading more than once, and perhaps the exceptions are to be so considered, because the Essays conflict in their conclusions with the previous judgment of the reviewer.

WISCONSIN.—We have received the Nineteenth Annual Report of the Superintendent of Public Instruction (Jno. G. McMynn) for the year ending August 31st, 1866. The Report proper occupies the first 53 pages of 271 contained in the volume, and is well filled with statements showing the condition of educational affairs in that flourishing State. We notice that the increase of taxes levied for teachers' wages from the preceding year is $118,000, and those for building and repairs is $126,000. The total number of school children in the State is 352,000, of whom about seventy per cent. are reported as attending some school during a portion of the year. Sixty-five first grade certificates were granted; 151 second grade, and 5,898 third grade. The number of school-houses in the State is 4,456. The amount of productive school fund is $2,243,154 50. The Report contains a condensed history of the State Convention of Superintendents, held last year, with the various committee reports adopted. The highest salary paid per year to any County Superintendent is $1,500; the lowest is $15.

STATE NORMAL SCHOOL.

The Tenth Term of the State Normal School commences on MONDAY, JULY 8th, 1867, and will close in December next.

Regulations of the California State Normal School,

Adopted by the Board of Normal School Trustees, March 28th, 1867.

1. All pupils, on entering the School, are to sign the following declaration of intention:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

Male candidates for admission must be at least eighteen years of age; and female applicants at least fifteen years of age; and all must possess a good degree of physical health and vigor.

2. No person whose age exceeds thirty years shall be admitted to the School, except teachers who are fitted to enter the senior class.

3. Whenever the number of applicants from any county shall exceed the number to which that county is entitled by law, the applicants shall pass a competitive examination before the County Superintendent, and the County Board of Examination; which examination shall be conducted in the same manner as county examinations for third grade teachers' certificates. The persons passing the highest examination shall be eligible to admission in the order of their standing in examination.

4. All applicants are required to present letters of recommendation, and certificates of good moral character, from the County Superintendent of the county in which they reside.

5. All new applicants shall present themselves for examination at least three days previous to the regular day of each term commencement; and no pupil shall be admitted during term-time, except in the case of teachers who hold at least second grade State or county certificates.

6. The Principal of the School shall keep a register of the attendance of pupils, and shall report monthly, to the Secretary of the Board, the whole number enrolled, the average number belonging, the average daily attendance, the per centage of daily attendance, and such other statistics as may be required by the Executive Committee of the Board.

7. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one term of five months.

8. The Normal School shall be divided into three classes: Sub-Junior, Junior, and Senior.

COURSE OF STUDY.

SUB-JUNIOR CLASS.

Arithmetic.—"Eaton's Common School," to Percentage.

Eaton's Intellectual complete.

Drill Exercises on slate and blackboard, in the elementary rules, five minutes a day. Particular attention given to neatness of blackboard work.

Geography.—Clarke's Geography, section relating to the Pacific States. Use of the Globe in Primary schools, illustrated. Elementary Map Drawing for Primary schools, illustrated. Exercises in local Geography.

Grammar.—Greene's Introduction. Weekly *ex tempore* composition on topics assigned by the teacher in connection with object lessons.

Boyd's Rhetoric.—Second Term.

History of United States.—Quackenbos', to Part Fourth.

Reading.—Willson's Fifth Reader, alternating with spelling. Daily drill of five minutes on the elementary sounds, from Willson's charts, and vocal exercises as specified in the State course of study.

Penmanship.—Exercises in blank books, illustrating principles, twice a week, thirty minutes each time. Also exercises on the blackboard by the whole class.

Drawing.—Exercises on blackboard in printing and drawing, twice a week, illustrating exercises suitable for Primary schools.

Calisthenics and Gymnastics.—Use of Mason's Manual; daily exercise of five minutes; the pupils required to take turns in leading the class.

Object Teaching.—Sheldon's Elementary Instruction.

Moral Lessons.—Cowdery's Lessons, twice a week, conducted by pupils in rotation.

General Exercises.—Half an hour each day must be devoted exclusively to methods of teaching, and exercises relating to the State course of study for the sixth, fifth, and fourth grades, and to the State Training School.

JUNIOR CLASS.

Arithmetic.—Eaton's Common School, completed.

Algebra.—Robinson's Elementary, begun.

Grammar.—Quackenbos', begun. Exercises in *ex tempore* compositions on assigned topics, once in two weeks. Exercises in writing, folding, and addressing a letter. Compositions on subjects selected by the pupils once a month.

Boyd's Rhetoric.

Geography.—Clarke's completed. Exercises in Map Drawing, and use of the Globe.

Physiology.—Hooker's, begun; second term.

History of United States.—Quackenbos', completed; first term.

Reading.—Russell's Vocal Culture, alternating with Willson's Speller. Vocal exercises adapted to the State course of study.

Methods of Teaching.—Half an hour daily to be devoted exclusively to the art of teaching. *Sheldon's Elementary Instruction*, used as text-book. Page's Theory and Practice, read in the second term. State Course of Study for third and second grades. Use of Willson's Charts.

Calisthenics.—Mason's Manual. Daily exercise of five minutes, conducted by pupils in rotation.

Penmanship.—Exercises on slate, blackboard, and paper, adapted to second and third grade classes.

SENIOR CLASS.

Arithmetic.—Eaton's Higher, alternating with Algebra.

Algebra.—Robinson's Elementary, alternating with Arithmetic.

Grammar.—Quackenbos'.

Natural Philosophy.—Quackenbos'.

Physiology.—Hooker's Larger, completed, and studied in connection with the manikin.

Botany.—Second term; Gray's.

Normal Training.—Russell's.

Vocal Culture.—Russell's and Murdock's, completed, alternating with spelling.

Physical Geography.—Guyot's Wall Maps; second term.

Penmanship.—Twice a week.

Methods of Teaching.—State course of Study. Rules and Regulations. Use of State Registers. School Law. Half an hour each day to be devoted exclusively to Methods of Teaching, and School Management.

General Exercises.—Select Readings; Declamations, and reading of Compositions weekly in each class room on Friday, and monthly as a general exercise for the whole school. Exercises in free Gymnastics, with dumb bells, rods and rings, etc., daily, fifteen minutes.

Training School.—Pupils shall be detailed to teach in the Training School, one week at a time, in the following order: Two from the Senior Class, and two from the Junior Class, detailed each week in alphabetical order.

Two pupils each day shall be detailed from the Sub-Junior Class to visit the Training School and observe Methods of Teaching. The Principal of the Normal School shall visit the Training School half an hour daily to observe the methods pursued by the pupil teachers.

The Assistant Teachers in the Normal School shall visit the Training Classes at least once a week, for a time not less than one hour each visit. The credits obtained in the Training School shall be kept by the Principal of the State Normal School in a record separate from the term record of the pupils, and shall form an important part of the graduating standard.

THE

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[For the California Teacher.]

ORTHOGRAPHY.

W. N. GRANGER.

"How can we best teach spelling?" is a question that has long been debated. Various schemes have been devised; text-books upon "new plans" have been issued; theory after theory has been put forth, and it amounts to—what? Simply this: nine teachers in every ten teach spelling in the same way, and with the same success, as the pedagogues of twenty-five years ago. How great a success that teaching was, is shown by the records of a late State examination of teachers, where the average standing in orthography, of all the applicants, is less than forty-nine on a standard of one hundred. If I mistake not, most people are painfully aware of their deficiency in this branch of a liberal education, and have perhaps a thousand times cursed the inconsistencies of the English pronunciation, and its erratic spelling. It is lamentably true that the result of the instruction that we have received has been most wretched. Is it possible that any method could be worse?

But this question has been discussed, and different theories upheld—it has, at least, been agitated. True: but what has been said, has not been practiced, and the theories have been proven good only in argument. What has been said, has been said in the

wrong place, and the theories have been upheld by the wrong individuals. The first has been in some forlorn, and what would otherwise have been, neglected and forsaken corner of Teachers' Institutes, at a time and under circumstances when but few were present, and when interest was not expected. In ten volumes of magazines, published exclusively for teachers, not one article can be found touching upon orthography; and yet it is in *these*, if anywhere, that suggestions should be found on this subject.

The theories have been given us by enterprising book publishers, who had books to sell—not by practical teachers. As a natural consequence, the books have been issued each upon a theory peculiar to itself; and if a teacher confines his method to the text-book used, he becomes a one-ideadinarian, than which nothing can be more fatal to success.

It is evident that there is something wrong—that there is a radical defect somewhere. Where is this defect? What is it that is wrong? As already intimated, teachers with low per centages are ever ready with an answer—"the language is so inconsistent," and a few well-remembered *exceptions* are promptly cited in proof of the assertion, as "to," "too," and "two;" as "ough," which is pronounced "off" and "uff" and "o'."

But I cannot believe that our language is more difficult than any other; neither can I be persuaded that the difficulty lies in our pupils: *the fault is in us teachers*. Either we have not yet found out *how* to teach it, or we do not do as well as we know how. I believe it to be the latter. Many, if not most, assert that the difficulty lies in the nature of the study; but it is rather (with shame be it confessed) that the teacher *takes advantage* of the nature of the study. It is in its nature, perhaps, more than all other studies, dry and uninteresting. For this reason it is performed, on the part of both teacher and pupil, as a hateful duty, rather than as a delightful exercise. It is the duty of the teacher to make it interesting in spite of its nature, and to *create* in the pupils a zest for it.

In the second place, it is almost invariably placed last in the order of school exercises. At the close of the day, when teacher and scholar are alike wearied with study and toil, when the funniest of incidents will scarcely provoke a smile, when the most interesting study fails to awaken any animation, the classes are called out "to

spell." There is a reason for this, and in that reason lies the root of the evil. Perhaps it may appear to some, at first thought, to be by the force of habit that this exercise is always the last in the day to be performed; but how came that habit to be acquired? *Because it can be more easily shirked than any other duty of the day.* This is where teachers take advantage of the nature of the study: for if, amid the multiplicity of cares, one recitation gradually steals the time from another, it is really no matter, for it can easily be made up in the spelling class; the teacher "*puts* out the hardest words," gives "the same lesson next time," and the scholars put away their books as the clock strikes the hour of four.

Orthography is the creditor of every other study taught in the public school, excepting that equally neglected one—Penmanship.

It is so easily passed over, both for teacher and pupil, when it is made a parrot-like recitation, that it always has been, and undoubtedly always will be, slighted by both.

Having ascertained where the difficulty lies, and what it is, we are half-way towards reform; provided always, that we have a heart in our work, and a conscientious desire to perform our duties: for many who have so sinned, if not ignorantly, have at least sinned thoughtlessly.

[TO BE CONCLUDED NEXT MONTH.]

MORAL TRAINING.

That moral training is an important part of public school education, no one will deny; and that it receives all the attention which its importance demands, few will affirm. It has been openly charged by the enemies of the system, that no attention whatever is given to moral and religious culture in the public schools. This charge is most frequently made by those who confound moral training with teaching the catechism, and religious culture with instruction in church creeds.

Now, the moral faculties of the child, like the intellectual, need daily development from the feeble germs of childhood. We do not expect a little child to learn arithmetic or grammar by repeating rules and formulas; neither ought we to suppose that the same child will appreciate, understand, and assimilate, the great founda-

tion principles of right and wrong which should be its rule of action through life, by the mere process of repeating mottoes, maxims, or commandments.

It is not enough to tell children it is wicked to lie, or to make them commit to memory the commandment forbidding it; the enormity of the offense must be pressed home by familiar instructions, by simple stories or anecdotes, until their feeble moral powers can comprehend its meanness and its wickedness. The moral faculties, like the intellectual, are of slow growth; they need daily culture until the habit of right thinking and right doing is formed. There are evil tendencies in the child's nature to be repressed: there are the germs of good qualities to be warmed into life and quickened in their growth: and this is the work of skillful teachers during many years.

Abstract doctrines of religious belief will never do this. The moral nature grows with the intellectual—as knowledge dawns upon the mind, so comes the distinction between right and wrong. Any teacher who should attempt to make his pupils thoroughly understand cube root by committing to memory the rule without performing a single example under it, or who should attempt to teach them a knowledge of grammar by requiring them to memorize all the rules, without writing or speaking a word, would be far wiser than he who attempts to develop the moral nature of children by formal precepts alone. It is not the best way to make a boy honest to require him to repeat, "Thou shalt not steal," from morning till night; neither is it the surest way to fortify him against a habit of profanity simply by telling him it is wicked to swear. Hundreds of parents have found this out to their sorrow. The form is too often mistaken for the reality, and the shadow for the substance.

Simply reading the Bible in schools may be an aid to moral training, but it is no substitute for it. The vital point is not whether the Bible shall or shall not be read, but whether the dormant germs of moral and religious life shall be warmed and quickened by the soul of the teacher. In the European denominational schools great stress is placed on committing catechisms to memory. The results have not been very satisfactory. Horace Mann once asked one of the catechism teachers in England, "Do you ever give a lesson in honesty?" "Oh, no; that isn't necessary; it is all contained in the catechism—that is all they need."

The difference between the English and the Douay version of the Scriptures, about which there has been so much contention, makes no essential difference in human nature, or in the great principles which underlie all morality and all religion.

Do the public schools make any provision for moral culture; and if so, what is it? The State Board of Education has placed on the State Series of text-books Cowdery's Moral Lessons, to be used in school by teachers. It seems a little strange, when so much attention has been given to text-books in all school studies, that there is only *one* little work on morals adapted to the minds of children, and based upon philosophical principles of development. Of larger works in ethics there are many, but this little book of Cowdery's seems to be the only text-book suitable for use in schools of the lowest grades. It contains some thirty lessons on manners and morals, each lesson having a maxim, which is illustrated by stories or anecdotes, followed by questions on the principle inculcated. The following are the subjects of the lessons:

1. Do unto others as you would have others do to you.
2. Repay all injuries with kindness.
3. A little wrong done to another is great wrong done to ourselves.
4. The noblest courage is the courage to do right.
5. Be slow to promise, but sure to perform.
6. Honor thy father and thy mother.
7. Think the truth; speak the truth; act the truth.
8. Do good to all as you have opportunity.
9. Speak evil of no one.
10. Carefully listen to conscience, and always obey its commands.
11. We must forgive all injuries, as we hope to be forgiven.
12. Learn to help one another.
13. The greatest conqueror is the self-conqueror.
14. Swear not at all.
15. Be faithful to every trust.
16. Be neat.
17. Right actions should spring from right motives.
18. Labor conquers all things.
19. Be honest in "little things," upright in all things.
20. A person is known by the company he keeps.

21. Learn to deny yourself.
22. Live usefully.
23. Be kind to the unfortunate.
24. Do right and fear not.
25. Be patient and hopeful.
26. Be merciful to animals.
27. It is better to suffer wrong than to do wrong.
28. It is more blessed to give than to receive.
29. Think no thoughts that you would blush to express in words.
30. Live innocently, if you would live happily.
31. We must learn to love others as we love ourselves.
32. The good alone are great.

Willson's Readers are adopted in the State Series. Are they destitute of "moral lessons?" Turning to the pages of the Second Reader, designed for primary schools, I find such lessons as these:

Never tell a lie;
God is near;
Man and his Maker;
Lazy Slokins, the schoolboy—the drunkard—the thief;
The works of God;
Story of the railroad thief;
Don't kill the birds;
The angry man;
Work and play;
Praise ye the Lord;
The Ten Commandments.

Are not these the best kind of "moral lessons?" The Third Reader, for the next higher grade of pupils, contains the following reading lessons, among many others of a like nature:

My mother's Bible;
The Creation;
The beginning of sin;
Cain and Abel;
The Flood;
The Ark and the dove;
Abraham and Lot;
Abraham offering Isaac;
Isaac and Rebecca;
Jacob and Esau;
Joseph and his brethren;
The Story of Moses;
David and Goliah;
David, Saul, and Jonathan;
Solomon, the wise king;
Solomon's Proverbs;
Be honest, and dare to tell the truth;
Idleness and industry compared;
Honesty is the best policy;
The first temptation.

Here are found the most instructive and interesting stories of the Bible, told to children in a pleasing and simple style. Are the

public schools any more "godless" than those in which the New England catechism, the Catholic catechism, ar the Episcopal catechism, all containing a skeleton of church creeds, are learned by rote, without reference to the understanding? Yet zealots and bigots cry out against the public schools that they do not teach the existence of a God, that they do not give instructions in the principles of morality, that they do not recognize the truth of the Bible. These illustrations are sufficient to refute the charge that the public schools pay no attention to moral instruction.—*Supt. Swett's Biennial Report*, 1865.

Medals in Boston.—In regard to emulation, by a vote of the Board during the past year, all medals have been prohibited henceforth from the girls—so that the evils connected with medals are now concentrated upon the boys. The Superintendent of Schools, while he gives his hearty approval to this step, adds, that it is his earnest hope that the Franklin Medals may speedily share the same fate.

The subject of a diploma, to be given to all who shall creditably go through the prescribed studies—the exact character of the diploma, and the principles upon which these diplomas shall be distributed, remains for the consideration of the Board.

The action of the Board by which the city medals have been abolished, although not suggested by me, meets my hearty approval; and I earnestly hope that the Franklin medals, and the present system of grammar school diplomas, will speedily share the same fate. Not that these medals and testimonials have been entirely useless, but that on the whole they are, in my judgment, the cause of more injury than benefit. In place of them, I should be glad to see a handsome and appropriate diploma awarded, with all reasonable ceremony and circumstance of honor, to every boy and girl who fairly passes through the prescribed course of study. I cannot doubt that this plan would work as well in the grammar schools as as it does in the English High School, where it is accomplishing much good without doing any appreciable harm.—*Boston School Report—Philbrick.*

Department of Public Instruction.

State Normal School Graduates.—All graduates of the State Normal School are requested to inform the State Superintendent, by letter, of the position in which they are at present engaged in teaching; and, also, of the various positions which they have filled since their graduation.

Notice to Holders of State Certificates.—We publish, this month, an Educational Directory of this State. The State Superintendent has filled out the columns of residence and position, so far as his knowledge extends. If errors have been made, as in cases in which teachers have recently changed places, teachers are requested to notify the Superintendent at an early date. If the names of any holders of State certificates above the third grade have been omitted, they are requested to call attention to the fact by letter.

State Certificates.—We quote the following section of the Revised School Law, as a reminder to the applicants for, and recipients of State certificates:

"Sec. 88.—* * * * * All applicants for State certificates or diplomas shall pay an examination fee of two dollars, which shall be appropriated to the support of the 'State Educational Journal.'"

State Board of Examination.—This Board hereafter will hold its sessions once a month. No papers from County Boards, which have not been examined and credited, will be received. The various members of the Board are too much occupied to examine sets

of papers, except in special cases in which the correctness of County Boards is called in question. The members of County Boards are paid for their work, and can afford to do it; the members of the State Board are paid nothing, and the labor of passing upon County examinations, and issuing certificates, is heavy enough without examining in detail the numerous sets of papers forwarded to them.

District Clerks.—Two copies of the California Teacher are mailed from this office to each District Clerk in the State—one copy for the use of the trustees, the other for the school library. In some instances the clerks have neglected to send the school library copy to the teacher of the school. The library copy is designed for the use of the school teacher, and it is expected that each teacher will secure from the clerk the school copy. In districts where new district clerks have been elected, the former clerks, to whom we must continue to send the Teacher until we receive the reports of county superintendents, will confer a favor by delivering the two copies of the Teacher to their successors in office. District Clerks are requested to notify us if they fail to receive the Teacher regularly.

Reports of School Trustees.—The annual reports of school trustees were due on the 20th of July. If any boards failed to make their reports, they are most earnestly requested to forward them at once to the County Superintendent. The absence of the report of a single district necessarily prevents that officer from making his report to the State Department. If the district clerk cannot give the financial statistics of State and County money, he can leave those columns blank, as they can be filled from the books of the County Superintendent.

County Superintendents.—The State Superintendent desires to call the attention of the County Superintendents to the absolute necessity of forwarding their annual reports at or before the time required by law. The statistics of a biennial report are extensive and complicated, and unless the county reports are sent in at an early date, the report of the State Superintendent cannot be made out at the time required by law.

EDUCATIONAL DIRECTORY—STATE OF CALIFORNIA.

LIST OF THE HOLDERS OF STATE LIFE DIPLOMAS,

WITH THEIR RESIDENCE AND POSITION IN THE DEPARTMENT OF INSTRUCTION.

NAME.	RESIDENCE.	POSITION.
Bradley, Theodore	San Francisco	Principal Boys' High School.
Brown, George	Hornitos	" Grammar School.
Brown, F. R.	Sutter Creek	" " "
Bunnell, George W.	San Francisco	
Carlton, H. P.	" "	Assistant State Normal School.
Clark, Miss H. M.	" "	" Rincon Grammar "
Cummings, C. C.	Ukiah	Supt. Mendocino County.
Denman, James	San Francisco	Principal Denman Gram. School.
Holmes, Abira	" "	
Holmes, Ellis H.	" "	Principal Girls' High School.
Holbrook, T. W. J.	" "	Sub-Master Lincoln Gram. Sch.
Hoitt, Ira G.	" "	Principal Lincoln Gram. School.
Houghton, Miss E. W.	" "	Assistant State Normal School.
Knowlton, Ebenezer	" "	Principal Rincon Gram. School.
Leonard, T. C.	" "	Teach. Math. Boys' High School.
Littlefield, J. D.	" "	Sub-Mast. Union Gram. School.
Lynch, Miss Frances	" "	Assistant Rincon Gram. School.
Mack, George C.	Binghamton	Public School.
Marriner, R. K.	San Francisco	Lawyer.
Myrick, Thomas S.	" "	Principal Union Gram. School.
McChesney, J. B.	Nevada	Principal High School.
Nutting, H. N.	Redwood City	" Grammar School.
Pelton, John C.	San Francisco	City Superintendent.
Rowell, W. K.	" "	Assistant Latin School.
Sibley, J. M.	" "	" Boys' High School.
Simonton, G. W.	Vallejo	Superintendent Solano County.
Stone, D. C.	Marysville	Principal Grammar School.
Stratton, James	San Francisco	" Washington Gr. Sch.
Swett, John	" "	Supt. Public Instruction.
Swett, Mrs. M. L.	" "	
Tait, George	" "	Principal State Normal School.
Taylor, Robert	Kelsey	Grammar School.

LIST OF THE HOLDERS OF STATE EDUCATIONAL DIPLOMAS, WITH THEIR RESIDENCE AND POSITION IN THE DEPARTMENT OF INSTRUCTION.

NAME.	RESIDENCE.	POSITION.
Ashley, Julia V	Martinez	Grammar School.
Anderson, J. W	Healdsburg	Sotoyome Institute.
Allen, L. D	San Francisco	Asst. Spring Valley Gram. Sch.
Allen, R. H	Chico	Supt. Butte County.
Ames, C. G	Santa Rosa	" Sonoma County.
Atwood, Mrs. C. L	San Francisco	Asst. Boys' High School.
Abbott, Warren	Pacheco	Public School.
Barker, T. C	Mass	Not teaching.
Bailey, C. P	Monterey	Public School.
Batchelor, E. P	San Francisco	Lawyer.
Bagnall, John	" "	
Beales, Mrs. C. R	" "	Asst. Girls' High School.
Bissell, J. A	Sacramento	Public School.
Bradshaw, W. B	Monmouth, Oregon	Grammar School.
Brierly, John R	San José	Supt. Santa Clara County.
Brodt, A. W		
Bunnell, Mrs. G. W	San Francisco	
Campbell, F. M	Oakland	College of California.
Casebolt, Miss M. A	San Francisco	City School.
Clapp, Mrs. L. A	San Francisco	Denman Grammar School.
Clark, Mrs. Dorcas	" "	
Clark, Miss M. E	" "	City College.
Cottle, Melville	Stockton	Supt. San Joaquin Co.
Childs, C. W	Placerville	
Chapman, M. V		
Desty, Robert	San Francisco	West End.
Deal, M. S	Nevada	Supt. Nevada Co.
Dodge, Wm. C	Oakland	College School.
Du Bois, Mrs. A. E	San Francisco	
Eaton, Emily F	" "	Lincoln Grammar School.
Flood, Noah F	Downieville	Principal Grammar School.
Fuller, A. L	San Lorenzo	Public School.
Gatch, F. M	Portland, Oregon	Seminary.
Gates, Freeman	San José	Principal San José Institute.
Gough, H. D		
Granger, W. N	Marysville	Asst. Grammar School.
Goodrich, A. H	Colfax	Pr. Gram. School.
Harlow, James	Bloomfield	Public School.
Higbie, Alfred	Napa	Supt. Napa Co.
Hoitt, Mrs. Ira G	San Francisco	Asst. Lincoln Grammar School.
Humphrey, E. D	" "	Principal Mission Gram. School.
Hunt, Carrie L	" "	Market Street School.
Howe, H. H	Sacramento	Principal Grammar School.
Howe, J. M	"	Public School.
Harris, Mary R	San Francisco	Private "
Kennedy, Miss Kate	" "	Princ. Greenwich St. Prim. Sch.
Kennedy, J. G	Santa Clara	Public School.
Kellogg, Prof. Martin	Oakland	College of California.
La Grange, O. H	San Leandro	Public School.

LIST OF THE HOLDERS OF STATE EDUCATIONAL DIPLOMAS—*continued.*

NAME.	RESIDENCE.	POSITION.
Lippitt, Rev. E. S....	Petaluma	
Loomis, Miss A.....	Stockton.....	Assistant Grammar School.
Lucky, Prof. W. T....	Alameda.....	Private Seminary.
Mann, A. L.....	San Francisco.....	Latin School.
Makinney, H. E.....	Santa Cruz.....	Principal Grammar School.
McBride, H. E.....	San Francisco.....	Sub-Mast. Wash'ton St. Gr. Sch.
McFadden, Miss A....	Green Valley.....	Public School.
McKenzie, Miss Maggie	San Francisco.....	Asst. Girls' High School.
Morse, A., Jr.....	Grass Valley	Public School.
Morris, G. F.....	Red Bluff.....	Grammar "
Morrill, J. C.....	San Francisco.....	Principal Industrial School.
Nicholson, Thomas....	San José.....	Willow Glen.
Nye, S. G.....	San Leandro	Lawyer.
Prior, Philip.....	San Francisco.....	Lincoln School.
Penwell, S. A.....	Placerville	County School.
Powell, Howell.....	Clayton	" "
Price, Caroline.....	Oakland	Public School.
Prescott, Miss D. S...	San Francisco.....	Asst. Washington Gram. School.
Preston, E. M.....	North San Juan....	Grammar School.
Randall, A. H.....	Stockton.....	Principal Grammar School.
Reed, L. W.....	San Francisco.....	City College.
Rosseau, E.....	Sacramento	County School.
Rose, T. H.....	Los Angeles.....	Principal Grammar School.
Sanders, W. A.....	Shasta	" " "
Schellhous, E. J.....	Chico	Principal Grammar School.
Smith, Miss Annie....	Sacramento	Public School.
Smith, W. A. C.....	St. Helena.....	" "
Smith, Sparrow	Sacramento	Mercantile Business.
Stone, T. N.....	Yreka.....	Supt. Siskiyou Co.
Stone, H. P.....	Soquel	" Santa Cruz Co.
Stone, Mrs. B. H....	Yreka.....	Asst. Grammar School.
Shipley, J. C.....	San Francisco.....	" Industrial "
Steel, T. H.....	Yuba County.....	Public School.
Stout, Mrs. C. H....	San Francisco.....	Principal Training School.
Stinceu, Mary A.....	" "	Public School.
Swezey, S. I. C.....	" "	Editor California Teacher.
Sumner, J. H.....	" "	Public School.
Townsend, Dennis	Volcano	" "
Templeton, M. L.....	Sacramento	High "
Thurston, E. T.....	Georgetown	Public "
Upham, Isaac.....	Oroville	Principal Grammar School.
Winn, A. T.....	Oakland	College of California.
White, William	San José	Principal Grammar School.
White, Silas A.....	San Francisco.....	Principal Shotwell St. School.
Willard, Miss H. A...	" "	Asst. Lincoln School. [Blind.
Wilkinson, Warring ..	" "	Princ. Institut'n Deaf, Dumb and
Walker, C. H.....	Ione Valley	
Welch, B. F.....	Grass Valley	Principal Grammar School.

FIRST GRADE STATE CERTIFICATES.

THE FOLLOWING IS A COMPLETE LIST OF THE HOLDERS OF FIRST GRADE CERTIFICATES, WITH THEIR PRESENT RESIDENCE AND POSITION.

NAME.	RESIDENCE.	POSITION.
Andrews, Julia M.....	Auburn.....	Public School.
Ayer, Isaac.....	San Andreas.....	Law Office.
Barnes, Mary.....	Petaluma.....	Petaluma Grammar School.
Brigham, Julia P.....	Santa Clara.....	Public School.
Burrowes, Caroline F..	Centerville.....	Married.
Broadbent, E.....	Grass Valley.....	Public School.
Baldridge, Miss D. S..	Mission San José..	" "
Bragg, Miss Mary J...	San Francisco.....	" "
Bouton, Samantha	Napa.....	" "
Carey, Miss Susie.....	San Francisco.....	Head Assist. U. Gram. School.
Comstock, Miss Bertha	" "	Potrero School.
Chalmers, Miss A. B..	" "	Hyde Street Primary.
Clark, Miss S. H.....	" "	Rincon School.
Cummings, Miss C. A.	" "	Union Street School.
Crowhurst, W.....	Plumas County.....	Public School.
Chase, Miss Carrie M..	San José.....	San Jose Institute.
Davidson, R. P.....	.....	
Davis, Miss Sadie.....	San Francisco.....	Fourth Street School.
Deane, Mrs. Margaret..	" "	Private School.
Evans, Miss Ellen A...	Shasta	Public School.
Field, Miss Carrie P...	San Francisco.....	Spring Valley Grammar School.
Fink, Miss P. Augusta	" "	Principal S. V. Primary School.
Fernald, Miss L. O...	Santa Cruz.....	Public School.
Garbrick, N. B.....	San Jose.....	" "
Gay, Milus.....	" "	" "
Gillespie, E. J.....	Sonoma County....	" "
Gray, John C.....	Butte County.....	" "
Gregory, Miss Susan F.	Sacramento	" "
Hart, Miss Mary T....	"	Married.
Holden, W. W.....	Alameda.....	Public School.
Hoyt, Mary E.....	Los Angeles.....	Principal Grammar School.
Huntley, O. H.....	San José.....	" "
Huntington, Mrs. E. N.	San Francisco.....	Tehama School.
Hubbard, Minnie E....	Nevada	Public School.
Hopkins, A. S.....	Solano	" "
Houghton, Geo. E.....	San José.....	San José Institute.
Hurlburt, Isaiah.....	Marysville	
Jackman, L. H.....	Sacramento	Public School.
Joy, Mary E.....	"	" "
Johnson, J. G.....	"	" "
Jewett, Annie S.....	San Francisco	" "
Jewett, Lizzie B.....	San Francisco.....	Lincoln School.
Jewett, Susie N.....	Nevada.....	Public School.
Keeler, Ralph.....	"	Evening School.
Kennedy, W. W.....	San José	Public School.
Kennedy, J. F.....	.....	
Kennedy, J. P.....	.....	

LIST OF THE HOLDERS OF FIRST GRADE CERTIFICATES—*Continued.*

NAME.	RESIDENCE.	POSITION.
Kennedy, Annie E....	....	
Kirkpatrick, J. M....	.....	
Kincaid, Mrs. M. W...	San Francisco.....	Union School.
Ledlie, Miss Mary J...	" "	Lincoln School.
Louttit, J. A.....	Brooklyn	Prin. Boys' Grammar School.
Ludlum, Mrs. E. M....	San Francisco	City School.
Lewis, Miss Clelia M..	" "	
McDonald, A. H.....	Placerville	Public School.
McFadden, W. M.....	Alameda.....	" "
Morse, Le Grand.....	Mendocino	" "
Moulton, Proctor.....	.....	
Miller, Horace.....	Grass Valley	Public School.
Millette, P. C	Santa Rosa.....	" "
Morgan, Miss Mary J..	Downieville	Assistant Grammar School.
Moore, John A.....	Martinez.....	Principal Grammar School.
Mergerlee, L. J.....	Santa Clara.....	University of the Pacific.
Olinger, A. F.....	.....	
O'Neill, O. H.....	Santa Rosa.....	Principal Grammar School.
Oak, Henry L.....	Napa.....	Asst. Napa Institute.
Peck, A. W.....	Benicia	Public School.
Pearson, D. C.....	Eureka	Principal Grammar School.
Pearson, Miss Sarah R.	Fairfield	Public School.
Rackliffe, Levi.....	Sonoma Co.....	" "
Ralph, M. A.....	Sonora	" "
Ritchie, Mary J.....	San Francisco	Lincoln School.
Sanders, Mary E.....	Sacramento	Public School.
Satterlee, Miss Helen..	San Francisco	Powell Street School.
Stevens, S. C.....	Butte County.....	Public School.
Shearer, S. M.....	Mayfield	Principal Grammar School.
Smith, Mrs. Arpha A.	.....	
Smith, P.....	Sacramento	" "
Smith, Jennie.....	San Francisco	Tehama Street School.
Shearer, Sextus, Jr....	Cambridge, (Mass.).	
Stinceu, Alice M.....	Sacramento	Public School.
Simonds, S. D.....	San Francisco	Assistant Ed. Times.
Shoup, S. F.....	Gone East	
Templeton, Laura S...	Sacramento	
Van Schaick, L. H....	Mountain View	Principal Grammar School.
Wallace, Mrs. L. W. D.	San Francisco	Public School.
Warren, C. G.....	Bangor	" "
Warren, R. B.....	Jackson	" "
Watson, B. J.....	Gone East	
Williamson, Mrs. E. A.	Los Angeles.....	Public School.
Witt, T. J.....	Sacramento	" "
Wright, Mrs. E.....	Redwood City	" "
Wilkins, Julia.....	Wilmington	" "

SECOND GRADE STATE CERTIFICATES.

LIST OF THE HOLDERS OF SECOND GRADE STATE CERTIFICATES, WITH THEIR PRESENT RESIDENCE AND POSITION.

NAME.	RESIDENCE.	POSITION.
Ashbrook, M. V.....	Walnut Creek.....	Public School.
Baldridge, Miss S. D..	Mission San José....	Public School.
Ball, Miss Mary.....	Chico.....	Public School.
Barker, Miss Sarah K.	.....	
Baker, M. C.....	San Francisco.....	
Bannister, Miss M. E..	.....	
Boynton, Geo. F.....	.....	
Bowen, Miss Clara C..	.....	
Braly, Mrs. M. J.....	.....	
Batchelder, H. T.....	Butte.....	County School.
Burke, Miss Ella R...	Sacramento.....	City School.
Burke, Miss Evelyn E.	Sacramento.....	City School.
Campbell, Miss Amy T.	San Francisco.....	Greenwich Street School.
Campbell, Cornelia A.	.....	
Carswell, Miss Abby A.	.....	
Cameron, Miss A. A..	San Francisco.....	Third Street School..
Crocker, Miss L. H...	.....	
Davies, Mrs. Melvina..	San Francisco.....	Private School.
Doud, Miss Nettie....	San Francisco.....	Denman School.
Elmore, Miss H. M ...	.....	
Estabrook, Miss M. H.	San Francisco.....	Montgomery Street School.
Flint, Miss Almira T..	San Francisco	Denman School.
Flood, Mrs. C. F. S...	Downieville.....	Assistant Grammar School.
Frissell, Miss Sarah E.	San Francisco.....	Eighth Street School.
Fry, William H.....	Solano.....	County School.
Garrison, Miss Gazina.	San Francisco.....	
Greer, Miss Jane E...	Redwood City.....	Public School.
Gregory, Sophia P....	Sacramento.....	Public School.
Gummer, Miss Lillie A.	San Francisco.....	Denman School.
Gibbons, Anna.....	San Francisco.....	City School.
Grant, Miss Ellen G..	San Francisco.....	City School.
Hancock, Geo. H.....	.....	
Hall, Miss Mary E....	.....	
Hall, Mary J.....	.....	
Holmes, Miss Annie M.	San Francisco.....	Denman School.
Harrington, Miss Mary	Miss. San Gabriel...	County School.
Hampton, Mrs. M. G..	Brooklyn.....	Public School.
Ingraham, Mrs. R. F..	San Francisco.....	Primary School.
Jenner, Charles K....	Healdsburg.....	
Jordan, Maggie L....	San Francisco.....	Market Street School.
Jourdan, Annie M....	San Francisco.....	Fourth Street School.
Jenner, Miss C. R....	.....	
Kimball, Miss A. L...	San Francisco.....	Protestant Orphan Asylum.
Kennedy, Miss Annie E.	.....	
Lynde, Mrs. M. A....	Gone East...	
Lyser, Albert.....	Los Gatos.....	County School.
Littlefield, Nellie A...	San Francisco.....	Market Street School.

LIST OF THE HOLDERS OF SECOND GRADE CERTIFICATES—*continued.*

NAME.	RESIDENCE.	POSITION.
Metcalf, Miss Mary F.	San Francisco.....	
Merry, D. B.....	.....	
Miller, Miss Sarah E..	San Francisco.....	Cosmopolitan School.
Morgan, Miss Lizzie A.	San Francisco.....	Principal Fourth Street School.
Morgan, Florence A..	.....	
Murphy, Miss Mary...	San Francisco.....	Spring Valley School.
Moulthrop, Miss M. S.	.....	
Mills, Sophronia.....	San Joaquin Co....	Married.
McGlashen, C. F.....	Placerville.....	County School.
Norton, Miss Mary J..	San Francisco.....	Public School.
Newell, Lizzie A.....	Sonoma County	County School.
Nichols, Miss F. A. E.	San Francisco.....	City School.
O'Connor, Joseph.....	San Francisco.....	Private School.
O'Connor, Miss M. E..	San Francisco.....	Mission Grammar School.
Oliver, Miss Sarah J. K.	San Joaquin Co....	County School.
Pascoe, Miss Mary....	San Francisco.....	Tehama Street School.
Palmer, Miss Phœbe..	San Francisco.....	
Perkins, Mary	.....	
Piper, Miss Frances B.	.....	
Powell, Geo. E.....	.....	
Porter, Sarah J	Coloma.....	County School.
Pierce, Miss Ednah...	Sacramento	Married.
Rodgers, Arthur.....	Santa Clara.....	County School.
Royce, Miss Mary E..	.....	
Royce, Mrs. S. E.....	.....	
Sheldon, Miss Jennie..	San Francisco.....	San Bruno School.
Soule, Miss Maria L..	.....	
Soule, Fanny	San Francisco.....	Greenwich Street School
Stone, Miss Carrie O..	Marysville	Public School.
Simon, Frances.....	San Francisco.....	" "
Spooner, Carrie J....	Oakland.....	City School.
Taylor, Miss Valeria M.	Solano Co.....	Public School.
Tracy, Thos. G.....	Fort Gasto.....	Lieut. 9th Infantry, U. S. A.
Trowbridge, N. S....	.....	
Thomas, Mrs. S. D....	Chico.....	Public School.
Varney, Mrs. E.....	San Francisco.....	Public School.
Wade, Miss Margaret.	San Francisco.....	Rincon School.
Wells, Mrs. Laura H..	.....	
White, Miss Elizabeth.	San Francisco.....	Public School.
Williams, Miss S. A..	.....	
Wright, Miss Ada E..	San Francisco.....	
Williams, Miss Mary E.	San Francisco.....	Public School.
Yeckley, R. D. H....	Sacramento	County School.
Youngberg, Mary	San José	Public School.

LIST OF COUNTY SUPERINTENDENTS WHOSE TERM EXPIRES MARCH, 1868.

Counties.	Name of Superintendent.	Post Office Address.	Copies of Cal. Teacher sent to	
			Dist. Clerks.	Dist. School Librar's
Alameda	Rev. Chas. E. Rich.	Alameda	27	27
Alpine	L. S. Greenlaw	Markleeville	5	5
Amador	Rev. S. G. Briggs	Jackson	27	27
Butte	R. H. Allen	Chico	34	34
Calaveras	J. H. Wells	Fourth Crossing	23	23
Colusa	W. S. Green	Colusa	12	12
Contra Costa	Rev. H. R. Avery	Pacheco	26	26
Del Norte	J. D. Bailey	Smith River	4	4
El Dorado	E. B. Conklin	Placerville	42	42
Fresno	S. H. Hill	Kingston	7	7
Humboldt	Rev. Wm. L. Jones.	Eureka	13	13
Inyo	J. Earl	Camp Independence	6	6
Kern	E. W. Doss	Havilah City	1	1
Klamath	John N. Rand	Lawyer's Bar	3	3
Lake	A. P. McCarthy	Lakeport	11	11
Lassen	A. A. Smith	Susanville	9	9
Los Angeles	Wm. J. McKee	Los Angeles	12	12
Marin	A. Barney	San Rafael	17	17
Mariposa	D. W. Washburn	Mariposa	9	9
Mendocino	C. C. Cummings	Ukiah	23	23
Merced	Chas. M. Blair	Union	4	4
Mono	T. W. Dudleston	Bridgeport	1	1
Monterey	Thos. Bralee	Monterey	11	11
Napa	Rev. A. Higbie	Napa	22	22
Nevada	M. S. Deal	Nevada	26	26
Placer	S. R. Case	Auburn	33	33
Plumas	G. W. Meylert	Crescent Mills	13	13
Sacramento	Dr. F. W. Hatch	Sacramento	48	48
San Bernardino	Wm. L. Ragsdale	San Bernardino	11	11
San Diego	G. A. Pendleton	San Diego	1	1
San Francisco	John C. Pelton	San Francisco	12	12
San Joaquin	Melville Cottle	Stockton	57	57
San Luis Obispo	P. A. Forrester	San Luis Obispo	3	3
San Mateo	Robt. Greer	Redwood City	11	11
Santa Barbara	A. B. Thompson	Santa Barbara	3	3
Santa Clara	J. R. Brierly	San José	44	44
Santa Cruz	H. P. Stone	Soquel	16	16
Shasta	W. L. Carter	Shasta	21	21
Sierra	I. B. Fish	Downieville	20	20
Siskiyou	Thos. N. Stone	Yreka	20	20
Solano	Geo. W. Simonton.	Vallejo	30	30
Sonoma	C. G. Ames	Santa Rosa	69	69
Stanislaus	T. T. Hamlin	Langworth	11	11
Sutter	Dr. E. B. Dunwell.	Yuba City	28	28
Tehama	Wm. T. Cressler	Red Bluff	11	11
Trinity	David E. Gordon	Weaverville	9	9
Tulare	T. J. Brundage	Visalia	13	13
Tuolumne	H. H. Spencer	Columbia	15	15
Yolo	M. A. Woods	Cache Creek	31	31
Yuba	H. H. Rhees	Marysville	25	25

Resident Editors' Department.

NOMINATION OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

At the request of many teachers, we publish the proceedings of the Union State Convention relative to the nomination of a State Superintendent, from the phonographic report of P. J. Malone, as published in the *American Flag*:

SUPERINTENDENT OF PUBLIC INSTRUCTION.

Mr. Belden nominated John Swett, of San Francisco, the present incumbent.

Mr. Cleary seconded the nomination.

Mr. Southard nominated Professor E. S. Lippitt, of Sonoma County.

Mr. Southard—The county of Sonoma has never had a name upon the State ticket. The whole Judicial District, composed of six counties, is not represented on the State ticket. I suggest to this convention to put a man on from the agricultural counties, to get a few votes from there. The ticket will have five San Francisco names upon it with the name of Mr. Swett. The Governor, the Judge of the Supreme Court, Harbor Master, and State Printer, are all from San Francisco. And now they claim the Superintendent of Public Instruction. I suggest to you, gentlemen, that if you wish to help us over in Sonoma County—in that dark place of treason against the Government—you must give us encouragement; you must give us a man in whom the people feel some interest in that locality. I believe Mr. Lippitt to be as competent a man as any in the State of California—as loyal a man as there is in this Union. He has not only educated our children properly in that county, but he has advocated the principles of the Union party. If you will give us this, our choice, it will be a great strength to the Union party in that county.

A Delegate from San Francisco, whose name was not announced, [Ira G. Hoitt] said: I will not detain you but a moment. I am one of the men who are trying to train up boys in San Francisco, and therefore have something to say. I have a personal interest in this matter; not because Mr. Swett is my personal friend, but because I know that for the last four years he has labored to lay the foundation of the public school system of California. To-day, California challenges the best school system in any of the Eastern States. And we

say it before the country that California boasts, to-day, of the best school law in the United States. [Applause.] Are you aware to whom this is mainly due? A gentleman who was on the Committee on Education in the Senate has informed me, since I came to Sacramento, that it was due to John Swett; that he was the chairman of that committee, and knew Swett did the work, and the committee signed the report. Mr. Swett is in favor of secular and not sectarian education. [Cries of "Time."]

Mr. Lippitt came forward, was introduced, and said: My honest friend, Judge Southard, has told you who I am, and what I am as a teacher. For twenty-four years I have taught school as a profession. I was educated in the public schools of New England, and am a graduate of one of her universities. I would not offer myself for your suffrages if I did not feel myself competent—fully—to carry forward every plan which has been laid down by the gentleman who has held that office, to its perfect completion in the education of the children of this State. In that profession I am an enthusiast. I desire above all things to see the children of this State, and of all other States in this Union, educated to the highest possible standard to which either public or private schools may carry the minds of the youth. [Applause.] In regard to the platform which has been put before you, I indorse it. An old Republican and Union man from its first organization, I have always stood boldly in the main rank of the noble Union army. There I shall stand until its work is accomplished. In regard to a charge which has been made fully and freely upon the streets to damage my character before you—to damage my chances for your votes—I desire to say here that I have been, I am now, and shall always be, opposed to converting the public schools of this country, this State, or any other State, into sectarian schools. [Applause.] I am opposed, now and forever, to teaching in our public schools any sectarian dogmas whatever. I am in favor of carrying out the purposes in the schools to which you give your money, by taxation, so nobly and so honorably. I have been charged, also, with being in favor of the distribution of the public moneys to the private school institutions of this State for certain purposes of a sectarian character. I am in favor of giving this money for the purpose of the public schools, sacredly, without one dime being disbursed to any private institution for any purpose whatever; that it shall all go for that one grand purpose of educating the children of the State for the high responsibilities which rest upon them in the future. Thus, the noble citizens of a noble country, educated up to the highest principles of Christian civilization, they shall be prepared to carry forward the banner of this State, and of this Union, to a glorious and enduring future. Not disparaging the labors of my predecessor—giving to him the full measure of his merit—I will claim for myself, by my education, by my training, by my thorough mastery of the common school systems and laws, by the enthusiasm that has enwrapped me for years in the pursuit of this profession, I profess to you that I am capable—I am able, I am willing, I shall be joyful to carry out, if you shall intrust to my care, to its noblest completion, the work already commenced. And if by your votes you shall favor me with the nomination, and if, further, your votes

shall secure my election. I pledge you that I will faithfully discharge my duties, meeting you in your homes in the counties of this State, and leave in your hearts a grateful memory for the exertion which I shall give to the education of your children. [Applause.]

Mr. DWINELLE—Are you in favor of introducing the Bible into the common schools of this State?

Mr. LIPPITT—I am not in favor of introducing it as a text book.

Mr. DWINELLE—Are you in favor of introducing it into the schools at all?

A VOICE—No cross-examination.

Mr. DWINELLE—It is a simple question whether you are in favor of introducing the Bible into the schools at all?

Mr. LIPPITT—The gentleman puts me a question in regard to introducing the Bible into the public schools. The question is an ambiguous one. I will answer him by stating my position on that point, and that is this: If the law now in force, enacted by the last Legislature, provides the way in which the Bible shall go into the schools—the manner by which it shall go into the schools—I shall maintain that law inviolate.

SPEECH OF MR. SWETT.

Mr. SWETT came forward, was introduced, and said: *Mr. President and Gentlemen of the Union Convention*—Five years ago, when the Union party of this State was organized, I stood upon this platform as the nominee of the Union party of this State for the office of Superintendent of Public Instruction—the only State officer to be elected at that coming election. I then pledged myself to devote every energy of mind and body and soul to the public school interests of this State, and to hold myself true to the principles of the Union party. I have kept both pledges faithfully during four years. [Applause.] I stumped the State in favor of the first ticket nominated by the Union party, in company with Mr. Conness, now our United States Senator. I have taken no active part in the primary skirmishes or elections. I hold that my office disconnects me from an active part in the elections until a ticket is up before the people. I have held myself ready in support of every Union ticket and Union principle. During the four years that I have held this office, I have done eight years' work. I am in favor of the eight hour law for working men, for during the four years that I have held this office I have known what toil is. I have given from twelve to fifteen hours a day in my office, and sometimes out of it, to the duties of my position. I have endeavored to give this State a good system of public instruction. I found it without any organized system. I have endeavored to give the State a good school law. I have held my private life and my public acts above reproach. I dislike to enter into any defense of myself, but I have been charged extensively throughout the State with being an infidel, and with being, or having, an immoral character. Where it originated I do not know. I never in my life was placed upon the defensive. Perhaps I have been called an infidel because I have taken this ground on the use of the Bible in the public schools: that it was no matter for legislation whatever [applause]; that the people of the State had no right, by law, to compel the use of the Bible in any public school, against the wishes of any class of parents who sent their children

to the schools. [Applause.] Where there is no law upon that subject, where there is no objection on the part of the parents, it is open for the Bible to be read. In every instance where there is no objection on the part of the parents, it is open to have the reading omitted. That is the position I occupy. I object to being charged with being an infidel because I take that ground upon that question. It is a slander that I am an infidel, and I throw it back in the face of those who have thrown it in my face. I should never have alluded to it if it had not been dragged before the Convention by others. I can say in regard to the platform of this party, I shall support it and the nominees whether I am nominated or not. I shall hold myself true to the pledges I made five years ago. I come here backed by no combination or delegation; only by my education and public services. I present myself as an educational candidate for this office. If you deem that the experience of five years is of any value in administering the affairs of the Department of Public Instruction in this State, I ask the nomination at your hands. If you think any other man more worthy of it, give it to him, and I rest satisfied and contented. [Applause.]

The roll was called, with the following result:

Alameda, 7 votes. For Swett—7.

Alpine, 2 votes. Swett—2.

Amador, 7 votes. Swett—James Goldsworthy, William Hazelhust, C. A. Purinton—3. Lippitt—E. G. Freeman, H. E. Babcock, O. N. Morse, William Jennings—4.

Butte, 9 votes. Swett—9.

Calaveras, 10 votes. Swett—W. L. Dudley, Thomas Hardy, J. H. Hornage, James Wallace, W. H. Bovee, Thomas King, W. H. Leonard—7. Lippitt—James Oliphant, James Gorman, James Cole—3.

Colusa, 1 vote. Swett—1.

Contra Costa, 5 votes. Swett—5.

Del Norte, 1 vote. Swett—1.

El Dorado, 15 votes. Swett—15.

Fresno, 1 vote. Swett—1.

Humboldt, 2 votes. Swett—2.

Inyo, 1 vote. Swett—1.

Klamath, 1 vote. Swett—1.

Kern, 2 votes. Swett, 2.

Lake, 1 vote. Lippitt—1.

Lassen, 2 votes. Swett—2.

Los Angeles, 3 votes. Swett—3.

Marin, 3 votes. Lippitt—3.

Mariposa, 4 votes. Swett—2. Lippitt—2.

Mendocino, 3 votes. Lippitt—3.

Merced, 1 vote. Swett—1.

Mono, 1 vote. Swett—1.

Monterey, 2 votes. Lippitt—2.

Napa, 4 votes. Lippitt—4.

Nevada, 14 votes. Swett—14.

Placer, 12 votes. Swett—1. Lippitt—11.

Plumas, 5 votes. Lippitt—5.

Sacramento, 21 votes. Swett—1. Lippitt—20.

San Bernardino, 1 vote. Swett—1.

San Diego, 1 vote. Swett—1.

San Francisco, 63 votes. Swett—Thos. Langford, W. H. T. Kirby, Frederick Collier, William J. Gray, D. F. Verdenal, J. H. Daly, W. B. Lake, John F. Sheldon, Jacob Deeth, Henry Webb (proxy Ryder), Drury Malone, Ira G. Hoitt, Philip McGovern, J. N. Burson, Archibald Harlow, J. Birmingham (proxy Sargent), H. J. Wildes, E. W. Casey, Thomas H. McDermott, Louis Miller (proxy O'Brien), George McDonald—21. Lippitt—Leonard Morse, William Moore, William Pratt, M. C. Conroy, John B. Jones, Edward P. Buckley, E. B. Vreeland, Richard Chute, Samuel G. Piper, Thomas McCauly, James E. Nuttman, Nathaniel Holland, T. McCarthy, Walter H. Tompkins, William Higgins, Eldridge G. Hall, Wm. T. Swasey, W. J. Brooks (proxy Welch), Louis Cohn, E. B. Cotter, W. A. Holcombe, Edwin F. Stewart, Henry Johnson, Robert C. Carey, H. Watkins, George Beard (proxy McCarthy), W. W. Stow, F. E. G. Tittell, George C. Parkinson, James F. Madden, William B. Carr, H. J. Tilden, W. H. Davis, Anthony McQuade, George Hewston, W. H. Badgely, H. Beggs (proxy Holmes), John Martin, Robert Kerrison, H. W. Fortune, John Short, Jr.—41. J. P. H. Wentworth absent.

San Joaquin, 9 votes. Swett—John Sedgwick, J. M. Kelsey, C. T. Maeder, J. R. Wilbur, George S. Ladd, C. G. Ernest, S. Dunham—7. Lippitt—S. V. Treadway, T. P. Heath—2.

San Luis Obispo, 1 vote. Lippitt—1.

San Mateo, 3 votes. Swett—1. Lippitt—2.

Santa Barbara, 2 votes. Swett—2.

Santa Clara, 10 votes. Swett—C. G. Thomas, A. B. Rowley, J. H. Adams, L. L. Van Shaick, J. M. Corp, D. Huber, Antonio M. Pico—7. Lippitt—W. H. Rogers, L. Robinson, James A. Clayton—3.

Santa Cruz, 5 votes. Swett—5.

Shasta, 5 votes. Swett—5.

Sierra, 9 votes. Swett—9.

Siskiyou, 5 votes. Swett—5.

Solano, 6 votes. Swett—1. Lippitt—5.

Sonoma, 10 votes. Lippitt—10.

Stanislaus, 1 vote. Swett—1.

Sutter, 3 votes. Swett—3.

Tehama, 2 votes. Swett—2.

Trinity, 3 votes. Swett—1. Lippitt—2.

Tulare, 3 votes. Swett—3.

Tuolumne, 8 votes. Swett—6. Lippitt—2.

Yolo, 3 votes. Lippitt—3.

Yuba, 9 votes. Swett—9.

On motion of Mr. SOUTHARD, the nomination of Mr. Swett was made unanimous.

Placer County Institute.—We publish, by request, the following resolutions, adopted at the Teachers' Institute of Placer County, May 28th, 1867:

Whereas, The State Board of Education has recommended the use of Clarke's Geography in our public schools, in place of Warren's; and, *whereas*, we, the teachers of Placer County, have given the said geography the trial of the school room, and have, in every case, failed to make it either interesting or profitable to our pupils; and, *whereas*, in our judgment, it lacks the essential qualities of a text book on geography, and give the following reasons, though by no means all that might be given:

First. It attempts to teach too much. The first lesson contains definitions, or attempted definitions, of nearly the whole range of scientific subjects; presupposing a knowledge on the part of the pupil of astronomy, geometry, political economy, history of civilization, ethics, botany, zoölogy, ethnology, and many other subjects.

Second. The language is loose, ungrammatical, and in many cases it is impossible to arrive at the author's meaning by any known principles of construction. For instance, take the following from page 13—the Western Hemisphere, Industrial Geography: "The form of industry characteristic of this continent is mining for the precious metals." And page 31, Humboldt County: "The bottoms of these rivers reward cultivation, and the waters of Eel River, especially, *swarm* with fish. Hence, the *county* exports large quantities of potatoes and salmon."

Third. The author is almost a monomaniac on cause and effect, although it is difficult many times to trace the connection between his causes and effects; as on page 40 we find the following combination of causes and effects: "Lake Tahoe combines many advantages for summer entertainment. It is six thousand feet above the level of the sea; whence it is cool. It is twenty miles long and ten miles broad; whence its points of interest are not easily exhausted. It is surrounded by lofty mountains; whence it possesses great picturesqueness of scenery. It is comparatively far from a market; whence its fish and game are to some extent preserved. It is near the great route to Washoe; whence it is widely published and easily reached." And again: "The limestone of El Dorado is partly quarried and exported as marble. Accordingly, California's block for the Washington Monument came from this county."

Fourth. The mechanical execution of the book is bad, the paper of the poorest kind, and it is liable to fall in pieces with ordinary usage before the pupils can master the first ten lessons. It was evidently made to sell, not to use.

Therefore, in view of these facts, and many more that might be cited, be it

Resolved, That the State Board of Education be most respectfully and earnestly requested to revoke their recommendation of Clarke's Geography for our public schools.

Roll of Honor, Peralta District, Alameda County.—A. J. King, teacher. Average daily attendance, 46. James Dwyer, Willie Pryal, Misses Mary Ball, Elizabeth Ball, Florine Rooks, Ellen Doyle, Maggie Magee and Lizzie Magee.

Roll of Honor.—We have received from our friend, Robert Taylor, of Kelsey, El Dorado County, the Roll of Honor of his school, including the names of nineteen pupils, distinguished for high scholarship and good deportment, from which we select the following: Charles Miller, 94 per cent.; William Miller, 93; Bey Westcott, 92; Alfred Miller, 90; Maria Miller, 94; Rosella Cox, 86; Mary Serles, 86; Augusta Joyce, 87; Emma With, 85. We regret that our crowded columns will not allow us to publish the long lists of "Honorable Names" forwarded to us from all parts of the State. Hereafter we must limit the list of names to the *three highest* in each school. We have on hand, also, from Dr. Schellhous, of the Chico Grammar School, a noble list of thirty-eight pupils, who stand above ninety per cent. in studies and deportment. It is a record of which the school may well be proud.

Roll of Honor, Shasta Public School.—For school year ending June, 1867. Grammar Department, W. A. Saunders, teacher—Maggie M. Mullen, Julia A. Fipps, Sarah M. Meagher, Ellen A. Conmy, Susie J. Cadwell, Julia Ruth, Florence Follansbee, Hattie M. Bidwell, Julia Meagher, Celena Zorn, Mary Driscoll, Maggie P. Lynch, Jno. H. Bidwell, J. W. Scammon. Intermediate Department, Miss Ellen A. Evans, teacher—Anna Chappell, Alfred Pryor.

Roll of Honor, Gilroy School.—S. M. Shearer, teacher. Thos. Satterwhite, Geo. Edwards, Montgomery Short, W. F. Abeel, Sarah Hynes, Nancy Martin, Emma Bodfish, Eliza Holloway, Emma Loomis, Edward Strange, Maria Strange, Ida Clifton, Leland Clifton, Fine Hildebrand, John Barker, William Gesler, Ollie Gesler, Lydia Hanver, J. C. Hanver, Emma Turner, Eva Turner.

Santa Cruz Institute.—A joint Institute of the counties of Monterey and Santa Cruz was held in the town of Santa Cruz, July 1st, 2d and 3d. Rev. Walter Freer delivered an excellent address of welcome. Rev. Charles G. Ames delivered one of the best addresses on the subject of "Common Schools" that we ever heard. Rev. E. A. Hazen delivered a lecture on the "Relation of the Public Schools to the Government;" and C. P. Bailey, of Monterey, on the "Teacher's Mission." A resolution was passed, favoring the adoption of some new text book on Grammar in place of Quackenbos. Santa Cruz has a neat little school house and an excellent Grammar School; but the town needs two more good primary houses as a foundation and a High School at the top. Watsonville has one of the best school houses in the southern part of the State, and a fine Grammar School in charge of William White. Monterey has a flourishing school, taught by Mr. C. P. Bailey and Miss Whitney—both popular and capable teachers.

Napa Collegiate Institute.—This school, of which we present a wood-cut, located in the pleasant town of Napa, is in a flourishing condition. Prof. W. S. Turner, the principal and proprietor, has been for many years engaged in the work of education, and he merits the success to which he has attained.

Examination Papers.—Several sets of papers have recently been forwarded to the State Superintendent, with the request that he would examine them, credit their per centage, and return them immediately to the teachers who wrote them out. It is utterly impossible for the Superintendent to devote his time to work of this kind. Traveling, lecturing and visiting schools more than half his time, editing the Teacher, acting as Secretary of three Boards, answering and writing 150 letters a month, sending out teachers, making out certificates, collecting school statistics for the National Commissioner of Education, and attending to other duties too numerous to mention; how can any reasonable teacher or county superintendent suppose he can find time to examine and credit papers, even if he could work night and day, without sleep or without rest?

A Punctual Boy.—Stanley J. Newsham, who graduated at the head of his class in the Boys' High School, last May, is a remarkable instance of punctual and regular attendance at school. We remember him as a thoughtful little boy in the primary class of the Rincon School in 1856. He attended the Rincon School for seven years, graduated, entered the High School, where he remained three years; and during his whole time of school attendance, he never missed a day, and was never tardy. He now goes East to enter the Medical College in Philadelphia. Can any of our Eastern educational friends cite another instance of a school chronometer like this?

The Phonetic System.—Senator Conness recently introduced a bill, which was referred to the Joint Library Committee, which provides that George B. Marsh of Vermont, Max Muller and Richard Clevenix Trench of England, and Charles A. Dana of New York, form a Board of Commissioners on the Phonetic System, to report upon the practicability of the substitution of the Phonetic for the Latin Alphabet in common use in the United States and Great Britain, the commission to receive $5,000 each as compensation, after the report shall have been submitted.

Something New.—Hubert Burgess, teacher of drawing in the city schools, has placed before us a new patent pencil sharpener, for the use of teachers and pupils. It consists of a small tin box, one and one-quarter inches long by three quarters wide, in the bottom of which is fastened a small file. It is by far the neatest invention of the kind, and we have no doubt of its general use by all who want clean fingers, and well sharpened slate pencils, drawing pencils and crayons.

Contra Costa County Institute.—From the report of Warren Abbott, Secretary, published in the *Contra Costa Gazette*, we judge that this Institute was interesting and successful. Various school questions were discussed, and essays and lectures were read by Dr. J. H. Carothers, Miss Mary Shuey, Miss Sarah Shuey, Mr. Raven, Mr. Clark, Miss Worth and Mr. Abbott. A resolution was passed, requesting the Supervisors to raise the salary of the County Superintendent to seven hundred and fifty dollars a year.

The Alameda Seminary.—This school will be opened about the first of September, in Alameda, by Dr. W. T. Lucky. It will be a family school, of a limited number of boys—not to exceed thirty—under the personal supervision and instruction of Dr. Lucky himself. Dr. Lucky has been, and is, a warm friend of public schools, though his teaching has been in private institutions. For parents who desire to have their boys under special supervision and instruction, this school offers superior advantages. Dr. Lucky graduated at McKendree College, at Lebanon, Ill., in 1841, and was on the same night elected Prof. of Mathematics in his Alma Mater. He taught three years in the institution and seventeen years in Fayette, Mo., where he had in a single year as high as three hundred and sixty pupils. He was elected the first President of the State Teachers' Institute of Missouri, and has always taken an advanced position in educational and religious enterprises. He has taught for the past six years at Vacaville, in this State, and the trustees and friends of the school bear the strongest testimony to his industry, ability, and success, offering him $4,000, the largest salary ever offered to a teacher in California, if he would continue in the school. His purpose is to enlarge his sphere of usefulness by taking a position near this city, and rearing an institution of a permanent character in that lovely locality.

Training School.—In the lower part of the building at the corner of Market and Fifth streets, occupied by the State Normal School, is a four-class primary school, with an average attendance of 250 children, under the charge of two ladies, assisted by the students of the Normal School. This morning there was a public examination of the pupils, at which the President of the School Department, the State Superintendent, School Directors, etc., and a number of ladies and gentlemen, were present.

The school is graded from tenth to sixth, and is presided over by Mrs. Stout, assisted by Mrs. Swett. The actual teaching is done by students from the Normal School, four of whom are detailed every week from the higher classes in the school above. The subjects are chosen by the principal and her assistant, and the time to be allotted to them and such remarks as are thought necessary respecting the lesson or mode of inculcating, or manner and habit of the pupils, are written in a book kept for the purpose, and the name of the pupil teacher who is to give it. The students acting as teachers for the week are then expected to make themselves familiar with the work before them. Upon their success in imparting knowledge and maintaining discipline, one-third of their own marks in graduating depend. Some parents might think that this continual change of teachers is injurious to the progress of the children to be instructed, but it is not so. The classes of the training school stand at 85 and 84, year after year, showing the steady progress of the children. Each student in the first and second classes of the Normal School has two or three weeks' teaching in the course of a term, and to that extent, they lose something in their own studies, but they gain what is far more important to them: actual experience in guiding and governing children. They may not show such high schol-

arship as the students from the High Schools, but they have attained what is even of more service to them in their profession, experience and self-reliance, and though their studies have not been carried so far, they are often better grounded in what they have learnt by having had to impart it to others. Young and full of life and energy, emulative of each other, they impart to the children some of their own vitality, and the guidance and control of elder teachers of more experience than generally have charge of small primary schools, insure the steadiness of the educational machine.

This morning, Miss Chase, student teacher, gave an interesting lesson on animals to the sixth grade, carrying the pupils as far as the division of vertebrated animals into four classes. Miss Heydenfelt gave a lesson on form, angles, lines, circles, etc., to the 7th grade, and on plants, their parts and uses, and on flowers and their parts, to the 8th grade. Mr. Shipley gave a capital lesson in arithmetic to the 7th grade, while Miss Ashley instructed the 6th, Miss Owens the 8th, and Miss Grace Smith the 10th, on the same subject. Miss Estabrook gave a lesson on morals and manners to the 10th grade, and afterwards one on form to the same class. Mrs. Wright also gave a lesson on morals and manners, and a lesson on color to the 7th grade. Miss Flora Smith gave a general lesson in calisthenics, which afforded great pleasure to the visitors, by the sprightly manner and good time in which the pupils went through the exercises. There was also an exhibition of the progress of the class in reading, by taking individual pupils selected at random.

Dr. Gibbons examined the children in physiology, and asked them the use of the hearts of animals. One boy, of a practical turn, answered, "to eat," which caused some laughter, but the whole class, by their answers to questions regarding circulation, the operations of the lungs of animals, the gills of fishes, etc., showed that they understood the subject, and were not answering merely by rote.

The success of this experiment, both as a first class primary school, and as a field for testing and strengthening the teaching capabilities of the pupils of the Normal Schools, justifies the Board of Education in adding another building of four rooms to the present school.—*San Francisco Bulletin.*

National Bureau of Education.—The Senate of the United States, on the last day of February, passed a bill, which has been for many months on the table, establishing a National Bureau of Education. Its features are very simple: it provides for the appointment of a commissioner and three assistants, whose duty it shall be to collect and diffuse information on the subject of education, and to report annually to Congress such statements and recommendations as may be of value to the country, beginning with a history of the various land grants made by Congress for the promotion of education. The bill was elaborated, as we understand, by a select committee of the House, including Garfield, of Ohio; Boutwell, of Massachusetts; Patterson, of New Hampshire; and other gentlemen whose names in their several States are identified with the progress of public instruction. It has been strongly supported by many of the State

superintendents of schools. Mr. Garfield made the principal speech in favor of the project, which soon afterwards (June 19, 1866) received the approval of the House by a vote of 80 yeas to 44 nays. The President has given the bill his signature, and has nominated Henry Barnard as the first United States Commissioner of Education. We have reason to rejoice that the President has conferred this appointment upon a man of unquestioned ability, long experience in educational affairs, and wide reputation both at home and abroad. Probably nobody in the country is so well acquainted as Mr. Barnard with the advantages and the defects, the history, laws, and condition of the school systems of the several States. His life has been devoted to their study; and he has had unusual opportunities for acquiring correct information and opinions. His judgment, we believe, in all such questions, is highly valued. The only question we have heard respecting his fitness for the newly constituted office has arisen from the doubt whether his habits of intellectual labor are such as will enable him to endure the drudgery of a "bureau," and patiently to reduce the complex data which will come under his eye into such order and harmony as are essential to a thorough exhibition of our educational progress. If he can perform this service, which is one of the fundamental duties of the office, we have no doubt that the country will derive great benefit from his experience and influence. His work in life has thus far been varied in form, but single in its aim—the improvement of every means of public education, the common school, the reformatory, the high school, the normal school, the college, and the public library. Connecticut and Rhode Island, which had the benefit of his early enthusiasm and vigor, will never cease to feel the good effects of his labors. His more recent services in Wisconsin were less successful. From Maryland, where he has lately been engaged, we have heard very flattering reports. His *Journal of Education*, with much that is unimportant, contains a vast amount of valuable discussion. His library is probably the most complete in the country in educational documents. Under all these circumstances, we look hopefully for the best results from the new bureau and its first director.—*The Nation.*

Adoption of Text Books.—At a meeting of the State Board of Education, July 5th, "Cutter's Larger Physiology," was adopted in place of Hooker's. This change was made in accordance with the wishes of teachers, generally expressed in the State, and in County Institutes. The new work of Prof. Layres, on English Composition, was authorized to be used in cases where Boards of Education, or teachers, desire to have special attention given to this branch of school study.

Life Diplomas.—The following Life Diplomas remain uncalled for at the office of the Secretary of the State Board of Education. They will be forwarded on the receipt of five dollars, the fee required by law: James Stratton, H. P. Carlton, Geo. W. Bunnell, Ahira Holmes, Mary L. Bodwell.

Subscription to Lincoln Monument Fund.—Mission San José. Miss D. S. Baldridge, teacher, $2.75 coin.

Personal.—George Tait, ex-City Superintendent of Public Schools, and recently a Professor in the Oakland College School, has been elected Principal of the State Normal School. H. P. Carlton, and Miss E. W. Houghton, have been elected as Assistants.

Mrs. C. R. Beals, who was an Assistant in the State Normal School during the past year, has been elected as Assistant in the Girls' High School.

Miss Maggie McKenzie, a graduate three years ago, of the City High School from the Rincon School, has been elected as an Assistant in the Girls' High School. She is a young and ambitious teacher, and is every way qualified for her position.

Ervin D. Humphrey, a graduate of the State Normal School, class of June, 1866, has been elected Principal of the Mission Grammar School.

Silas A. White, a graduate of the State Normal School, class of June, 1866, has been elected Principal of the new Mission Primary School.

Carrie P. Field, a graduate of the State Normal School class, of December, 1864, has been transferred from the Washington Grammar School, to the position of Head Assistant of the Spring Valley Grammar School. Miss Field is a teacher of a high order of ability, and she is fortunate in securing a position in one of the best taught schools in the City.

Miss Julia V. Ashley, a graduate of the State Normal School, class of June, 1867, with State Diploma, is teaching in the Pacheco Public School. Miss Chase, same class, is teaching in the San Jose Institute. Miss Heydenfelt, same class, is teaching in a City Primary School. Mr. Powell, same class, is teaching at Clayton, Contra Costa County.

R. K. Marriner, Esq., ex-Principal of the Sacramento High School, has opened a law office in this City. He was an able and successful teacher, and will bring to bear in his new profession, good business habits, a good education, a high sense of honor, and a character which will do honor to the bar.

Yuba County.—Isaac Upham, ex-County Superintendent of Butte County, a professional teacher, holding a State Diploma, has been nominated for the office of Superintendent of Yuba County.

Nevada County.—E. M. Preston, of North San Juan, a professional teacher of high character, has been nominated for the office of Superintendent of Nevada County.

Re-nominated.—S. R. Case, the faithful and efficient Superintendent of Placer County, has been re-nominated for that office, and will be re-elected, if merit is any measure of popularity in that County.

Thos. N. Stone, Superintendent of Siskiyou, has been for the third time placed in nomination for the office he has filled for four years with such credit to himself and this county. He deserves his good luck, and it speaks well for the good sense of the citizens of that county that they keep a practical teacher in control of their schools.

Chas. .G Ames, Superintendent of Sonoma County for the last six years, has

been re-nominated for the office which he has filled with so much fairness and ability. He is a veteran in the service.

Rev. A. Higbie has been re-nominated for Superintendent of Napa County.

Dr. F. W. Hatch, who has filled the office of Superintendent of Sacramento County for nine years, has been re-nominated.

Works of Horace Mann.—We are glad to know that the works of Horace Mann are to be republished in a new form by Mrs. Mary Mann. A copy of this first volume ought to be put into every school library in the State. We call attention to the article in our book notices; and, in our next issue, we hope to give a detailed notice of the first volume.

Life Diplomas—Have been awarded by the State Board of Education, to J. B. McChesney, of Nevada, and F. R. Brown, of Sutter Creek.

School Libraries.—The purchase of school libraries should not be longer delayed. If the Trustees have failed to purchase, it is the duty of County Superintendents to attend to the matter at once.

A Bad Book.—A friend of ours recently received the following note from an indignant parent:

Sir—You will do me the favor take this book that Mary has and examine it if you think it is a book fit for a public library place it in the library beond the the reach of my children and i promis you if it comes to my house a gain it will be burnt i donte' allow my children to read sutch books.

Yours,

The terrible book in question was Miss Mulock's Fairy Tales.

Eureka School.—D. C. Pearson, one of our "professionals," and a teacher of great experience and ability, has taken charge of the school at Eureka, Humboldt County. A new Union School building is to be built, 48x60 feet, two stories, with two halls, four closets, library room, and three large school rooms. A good workman deserves a good house, and we congratulate both Mr. Pearson and the citizens of Eureka.

A Good Examination.—We have received from the Tehama County Board of Examination the papers of C. W. Brodt, which are models of neatness and accuracy. Mr. Brodt's per centage, without extra credits for experience, is 98.9.

The County Superintendent, Mr. Cressler, deserves a compliment for the business-like manner in which the papers have been presented to the State Board.

Full.—The State Normal School has opened with full numbers. A few seats are reserved for applications under rule 5th of the regulations, to which we call attention in our advertising columns. The standard set for the admission of pupils from the city grammar schools was seventy per cent. on the examination for promotion to the City High School.

Owner Wanted.—A New York City Certificate, belonging to Alicia M. Kearney, remains on file at this office. Will the owner inform us of her address?

TEACHERS' SALARIES IN ST. LOUIS FOR THE SCHOLASTIC YEAR, 1866–67.

NORMAL SCHOOL.		
One Female Principal, at		$2,000
One Female Assistant, at		1,100
One Female Assistant, at		800
HIGH SCHOOL.		
One Male Principal, at		2,700
One Male Assistant, at		2,000
Three Male Assistants, at	$1,700	5,100
One Female Assistant, at		1,200
Two Female Assistants, at	$1,000	2,000
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Nine Male Principals, at	$1,700	15,300
Three Male Principals, at	1,500	4,500
One Male Assistant, at		1,500
Three Female Principals, at	$1,000	3,000
Eight Female Principals, at	900	7,200
Four Female Principals, at	800	3,200
Three Female Principals, at	700	2,100
Three Female Head Assistants, at	1,000	3,000
Thirty-five Female Assistants, at	650	22,750
Eighty-two Female Assistants, at	600	49,200
Twenty-five Female Assistants, at	550	13,700
Twenty-four Female Assistants, at	500	12,000
Six German English Assistants, at	700	4,200
Two German English Assistants, at	650	1,300
Two German English Assistants, at	600	1,200
MUSIC TEACHERS.		
Two Music Teachers, at	$1,500	3,000
Aggregate amount		$164,700
Number of Male Teachers	20	
Number of Female Teachers	204	
Total	224	

County Boards of Examination.—County Superintendents will confer a favor on the State Superintendent and State Board by sending in the names of the teachers who constitute the several County Boards.

Composition.—The last set of examination papers sent out by the State Board contained no questions on English composition. County Boards can assign their own topics in their examinations.

School Registers.—A new edition of school registers has been ordered, which will be ready on the 1st of August. County Superintendents will send in their orders.

New Books.—The following new books have been received :

The Poetical Works of Henry Wadsworth Longfellow. Complete edition. Boston : Ticknor & Fields. San Francisco : H. H. Bancroft & Co. pp. 363.

This is a "diamond edition" of America's favorite poet. It contains all his poems and translations down to the Dante, which has since appeared in its grand three-volumed proportions. We recommend the diamond Longfellow to "all who travel by land or by water," as giving in most compact form many of the sweetest poems of the English language.

Five Centuries of the English Language and Literature. Volume CCCCC of the Tauchnitz Collection, with a Preface by the Baron Von Tauchnitz. New York : Leypoldt & Holt. San Francisco : H. H. Bancroft & Co. pp. 429.

The Editor's Preface fittingly refers to his satisfaction in reaching the five hundredth volume of his Collection of British Authors, and gives an alphabetical list of the authors represented in his series. This volume contains selections from Wycliffe, Chaucer, Hawes, More, Spencer, Ben Jonson, Locke, and Gray, being specimens in orthography, punctuation, and general style of English literature from 1324 to 1771. The treatise of John Locke, entitled "Some Thoughts concerning Education," is alone worth a great deal more than the price of the entire book for all who are practically interested in the training of children.

Rural Studies : with Hints for Country Places. By the author of "My Farm at Edgewood." New York : Charles Scribner. San Francisco : H. H. Bancroft & Co. pp. 595.

Ik Marvel has become as famous in these later years through his good sense and taste in country matters as in the days of our youth he was for certain sentimental Reveries and a certain Dream Life. In this fresh volume from his pen, first published in the "Hours at Home," we have pleasant talks about "An Old Style Farm ;" "Advice for Lackland ;" "Wayside Hints ;" "Laying Out of Grounds ;" and "Mr. Urban and a Country House." None of his talks weary, and all possess a degree of common sense—or rather uncommon, cultivated sense—which makes the volume one eminently worthy to be possessed and used by persons fortunate enough to have land of their own.

The English of Shakspeare, illustrated in a Philological Commentary on his Julius Cæsar. By George L. Craik, Professor of History and English Literature in Queen's College, Belfast. Edited from the Third Revised London Edition by W. J. Rolfe, Master of the High School, Cambridge, Mass. Boston : Crosby & Ainsworth. San Francisco : H. H. Bancroft & Co. pp. 386.

Prof. Craik is high authority on the English language, and Mr. Rolfe has done good service in bringing this examination of "Julius Cæsar" before the American public. Having used the English edition in the training of a class in his own school with great success, he gives to his fellow-teachers the work which was of greatest assistance in his preparation for awaking the interest of his class in Shakspeare. We commend this volume to the careful attention of our teachers who may desire to increase their knowledge of Shakspeare's English.

Over Sea: Or England, France, and Scotland, as seen by a Live American. By Henry Morford. New York: Hilton & Co. San Francisco: H. H. Bancroft & Co. pp. 371.

Of the "humorous illustrations" spoken of on the title page, the "Map of the World as drawn by Untraveled Americans," is decidedly the best. It is, indeed, almost worthy a place in Clarke's Geography. The author gives a free and easy description of his journeyings, and the work may serve either as a sort of guide book to the actual traveler, or as a substitute for going over the lands visited. There is a certain freshness about his way of describing his wanderings that is pleasant; and while we could wish the publishers' part had been better done, we are yet grateful for the means furnished by them to aid us in seeing from an easy chair at home, what Morford saw at considerable expense of time, patience, and cash.

The Public Debt of the United States. Its Organization; its Liquidation; Administration of the Treasury; The Financial System. By J. S. Gibbons, author of "The Banks of New York and the Clearing House." New York: Charles Scribner. San Francisco: H. H. Bancroft & Co. pp. 276.

This work, treating of a subject in which every citizen has an interest, is worthy of careful reading. The principles of finance which have been adopted, are clearly set forth, and freely commented upon; the result of those principles in their practical working is shown to be inevitable, and a remedy for the existing evils is duly proposed. By means of an excellent analytical index, the subjects considered are placed at the easy command of the reader. While it is hardly to be expected that the author's views will meet with universal acceptance, we think almost any ordinary business man will receive new ideas, or at least find his own views concerning the public debt much clearer in his mind during his perusal of this volume.

Putnam's Railway Classics: "Maga" Social Papers. New York: G. P. Putnam & Son. San Francisco: A. Roman & Co. Paper. pp. 296.

Fifteen papers from the old "Putnam" assume in this the form of an independent and very readable volume, which starts out with the query, "Are we a good-looking people?" and ends with considering the subject of "Negro Minstrelsy." Lying between these extremes we find Essays upon "The Proper Sphere of Men," in significant proximity to "The Art of Eating;" one upon "Boarding Schools," somewhat further removed from another "About Babies." The papers on "Household Skeletons," "The Compensation Office," and "The St. Nicholas and the Five Points," are among the most interesting selections in the volume.

The Greek Slave. A Story. By Ianthe. San Francisco: A. Roman & Co. Paper. pp. 151.

We are unable to form a conception of the state of mind which induced the writing of this book. Now that the book is written and fairly printed, we can only say that if any one of our teachers has a very refractory pupil whom the rod of correction has fairly failed to subdue, we recommend that said pupil be compelled to read this "Story." We are quite confident that the threat of being compelled to read it a second time, will effectually restrain him for the future.

In Bonds. A Novel. By Laura Preston. San Francisco: A. Roman & Co. pp. 247.

It is not often that a novelist finds the publisher of his first production so generous in the matter of paper and type as Messrs. Roman & Co. have proved in this case. "In Bonds," however, is worthier of a handsome dress than most first novels are. The story is sufficiently improbable in some of its features to gratify the lover of new things; but in the main the events are well narrated, and the interest is well sustained.

The Life and Adventures of Martin Chuzzlewit. By Charles Dickens. With original illustrations, by S. Eytinge, Jr. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 480.

This latest of the "Diamond Dickens" renews our acquaintance with the jolly Mark Tapley, the easy going Tom Pinch, the wonderful Pecksniff, and the various American characters with whom Martin Chuzzlewit's travels brought him in contact. The beauty and the cheapness of the "Diamond Dickens," form the latest marvel in the publishing world.

The History of Pendennis. His Fortunes and Misfortunes, His Friends and His greatest Enemy. By William Makepeace Thackeray. With Illustrations by the Author. Two volumes complete in one. New York: Harper & Brothers. San Francisco: A. Roman & Co. pp. 392, 372.

It is refreshing to turn from the host of story-tellers and sit down with one whose genius has secured for him a name that will outlive many ordinary generations. Recently our table has been crowded with novels of one sort or another, which have indeed their place and are needed, many of them at least, to satisfy the public demand; but when we take Pendennis and re-read the marvelous pages, we almost wish there were none of the lesser lights to be examined, that we might always refer to the *masters* of fiction.

We recommend our readers to purchase this edition of Pendennis rather than any other, because we have in it the author's own illustrations, including the initial letters which he so excelled in making; and because while the type is pleasant and the page is large, the price is low beyond any reasonable expectation in these days of taxes and greenbacks.

Miss Ravenel's Conversion from Secession to Loyalty. By J. W. De Forest. New York: Harper & Brothers. San Francisco: A. Roman and Co. pp. 521.

Of the novels produced about the recent war we pronounce this one, on the whole, to be the best we have seen. The characters seem all to be from the life, and the current of narrative presents to the reader what every person who has traveled much over the Republic would recognize as probable. We feel acquainted with almost every one of the leading characters from their first introduction. The description of the battle at Port Hudson, the condition of social life at New Orleans, the temptation and trials of camp life, are admirably set forth. We do not think novels of this kind will live very long; but while they do live, they are worthy enough of vigorous reading, and this story of Miss Ravenel's Conversion is the most worthy of *such reading* which has yet been published.

AMY DENBROOK. A Life Drama. By the Author of "Woman and Marriage," "Smiles and Frowns," etc. New York: James O'Kane. San Francisco: A. Roman & Co. pp. 482.

"If over these pages a weary, suffering spirit bend, let such an one toil on, and compensation will come. Let the anguished eye take in the sweep of all—all. Let this life perform its discipline! Let the sword strike to the marrow! there is meaning in it for the aspiring. Patience! the story of every life can swell to notes of triumph and success. The Hosanna can begin on earth, through an atmosphere of trial. It matters little whether the splendor of reward be fully received here or yonder: it matters to us that we earn it—that we know it is coming!"

Such we suppose to be the moral of this "Life Drama," as it is the closing paragraph in the volume. It is a good moral at all events, and if the story but impress it deeply upon the reader's mind, whoever reads it will have cause to thank the author.

CRITICAL AND SOCIAL ESSAYS, RE-PRINTED FROM THE "NEW YORK NATION." New York: Leypoldt & Holt. San Francisco: A. Roman & Co. pp. 230.

Our readers are already familiar with our opinion of "The Nation," as one of the very best weekly papers published in any language; and will therefore be prepared for the hearty commendation which we hereby give to this handsomely printed volume of selections from its pages. Of the twenty-five papers contained herein, we find not one which fails to interest and instruct.

ISTHMUS OF PANAMA. History of the Panama Railroad and of the Pacific Mail Steamship Company. Together with a Traveler's Guide and Business Man's Handbook for the Panama Railroad and the lines of Steamships connecting it with Europe, the United States, the North and South Atlantic and Pacific Coasts, China, Australia, and Japan. By F. N. Otis. With Illustrations. New York: Harper & Brothers. San Francisco: A. Roman & Co. pp. 317.

The extended title page shows at a glance the object of this book, which will be readily appreciated by travelers from this Coast. A large amount of practical information is embodied in its pages.

"THE METRIC SYSTEM OF WEIGHTS AND MEASURES," is the title of a neat pamphlet of forty-seven pages, published by Ivison, Phinney, Blakeman & Co., and prepared for Robinson's series of arithmetics. It contains all that needs to be said upon the subject, and is simple, clear, and comprehensive. The last few pages of the pamphlet are devoted to Percentage, including well-chosen examples involving the different kinds of United States' Securities, Bonds, and investments in gold and currency.

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August 1, 1867. 3ms

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THE

CALIFORNIA TEACHER.

SEPTEMBER, 1867.

Vol. V.] SAN FRANCISCO. [No. 3.

PROGRESS OF FREEDOM.

[This fine piece for declamation, which we find in the new book of "Common School Readings," is an extract from the great speech of SENATOR BAKER in the American Theater in this city in 1860, when on his way from Oregon to Washington.]

THE Government which our fathers founded will not be broken up by us. No threats of disunion, no hard names, no fear of outside feuds shall drive us from the broad, luminous path of right and duty. In the presence of God — looking up reverently to Him while we say—we Republicans declare that Freedom, in this great Government, is the rule, and Slavery but the exception. Slavery is the exception—marked, guarded, hedged in and protected; there let it remain. Let it claim its just rights, and possess them; if we are to be accessory to all its vices and errors—if even public opinion is not to be allowed to visit its dusky cheek too roughly—let that be so; but beyond what is nominated in the bond, we will not and dare not go. We live in a day of light; we live in an advancing generation. We live in the presence of the whole world. We are "like a city set on a hill which cannot be hid." The prayers and tears and hopes and sighs of all good men are with us, of us, for us; and for me, I dare not and will not be false to that position. Here, then, years, many years long gone, I took my stand by

Freedom, and where in my earliest youth my feet were planted, there my manhood and my age shall march. And for one, I am not ashamed of Freedom. I know her power. I rejoice in her majesty. I walk beneath her banner. I glory in her strength. I have seen Freedom in history, again and again; with mine own eyes I have watched her again and again struck down on a hundred chosen fields of battle.

I have seen her friends fly from her; I have seen her foes gather around her; I have seen them bind her to the stake; I have seen them give her ashes to the winds—regathering them again that they might scatter them yet more widely, but when her foes turned to exult, I have seen her again meet them face to face, resplendent in complete steel, and brandishing in her strong right hand a flaming sword, red with insufferable light.

And I take courage. The people gather around her. The Genius of America will at last lead her sons to Freedom.

TABLES OF WEIGHTS AND MEASURES.

In my last Annual Report, suggestions were made relative to the propriety of omitting some of the Tables of Weights and Measures in the Primary Schools, and of teaching only those which pertain to the common transactions of business, and fall within the observation of children; also, of leaving those tables which are more difficult to be understood, and which are chiefly employed in special departments of business, to be taught in the Grammar Schools. Such a course would lead to a far more thorough and practical knowledge of these tables than is now usually acquired; for in too many instances, the pupils are simply able to recite the words fluently in their order, while they appear to know but little of their relations to those real things to which these words pertain; hence they are soon forgotten.

The question having been frequently asked by teachers, "Which of the tables, and how much of them would you teach?" it seemed appropriate that I should herein reply by giving a list of those which I deem most important to be taught in the Primary Schools:

United States Money.

10 mills	are	1 cent,
10 cents	"	1 dime,
10 dimes	"	1 dollar,
10 dollars	"	1 eagle,
100 cents	are	1 dollar,
50 "	"	1 half of a dollar,
25 "	"	1 quarter of a dollar.

Common Weight.

16 ounces	are	1 pound,
100 pounds	"	1 hundred weight,
20 cwt. or 2,000 pounds	"	1 ton.

Measures of Length and Distance.

12 inches	are	1 foot,
3 feet	"	1 yard,
5½ yards or 16½ feet,	"	1 rod,
40 rods	"	1 furlong,
8 furlongs	"	1 mile,
320 rods	"	1 mile.

Cloth Measure.

9 inches	are	1 quarter of a yard,
18 "	"	1 half of a yard,
36 " or 3 feet,	"	1 yard.

Surface Measure.

144	square inches	are	1	square foot,
9	" feet	"	1	" yard.

Dry Measure.

2 pints	are	1 quart,
8 quarts	"	1 peck,
4 pecks	"	1 bushel,
36 bushels	"	1 chaldron.

Liquid Measure.

4 gills	are	1 pint,
2 pints	"	1 quart,
4 quarts	"	1 gallon.

Time.

60 seconds	are	1 minute,
60 minutes	"	1 hour,
24 hours	"	1 day,
7 days	"	1 week,
30 days	"	1 month,
12 months, or 52 weeks, or 365 days,	"	1 year,
100 years	"	1 century.

Days of the Week.

First	day is	Sunday,
Second	"	Monday,
Third	"	Tuesday,
Fourth	"	Wednesday,
Fifth	"	Thursday,
Sixth	"	Friday,
Seventh	"	Saturday.

Months of the Year.

First	month is	January,	it has 31	days.
Second	"	February,	" 28	"
Third	"	March,	" 31	"
Fourth	"	April,	" 30	"
Fifth	"	May,	" 31	"
Sixth	"	June,	" 30	"
Seventh	"	July,	" 31	"
Eighth	"	August,	" 31	"
Ninth	"	September,	" 30	"
Tenth	"	October,	" 31	"
Eleventh	"	November,	" 30	"
Twelfth	"	December,	" 31	"

Children may readily be taught to remember the number of days that each month has by counting the knuckles of the hand—com-

mencing at the knuckle of the forefinger and touching and counting the knuckles and the spaces between, thus: January has 31 days, February 28, March 31, April 30, May 31, June 30, July 31—(then back to the knuckle of the forefinger)—August 31, September 30, October 31, November 30, December 31, ending with the knuckle of the third finger. A little practice will render the pupils familiar with this plan of recalling the number of days in any month; and as it takes the months in their regular order, it is more convenient than the common rhyme—

"Thirty days hath September,
April, June, and November, etc."

The Seasons.

Spring.	Summer.	Fall or Autumn.	Winter.
March,	June,	September,	December,
April,	July,	October,	January,
May.	August,	November,	February.

In summer the days are long and the nights short.
In winter the nights are long and the days short.

Miscellaneous Table.

12 things are 1 dozen,
12 dozen " 1 gross,

20 things " 1 score,
5 score " 1 hundred,

24 sheets " 1 quire of paper,
20 quires " 1 ream of paper.

58 lbs. are 1 bushel of corn,
60 " 1 bushel of wheat,
196 " 1 barrel of flour,
200 " 1 bbl. of beef, pork, or fish.

8 quarts are 1 peck,
4 " " 1 half peck,
2 " " 1 small measure.

All of the foregoing tables are of practical importance, and each may be easily taught objectively, or by illustrations borrowed from the experience of the children, and thus made both simple and interesting to them. Besides the associations that will be made, with the common observations and experiences of the pupils, will fix these tables more permanently in their minds than any mere repetition of words can possibly do. Furthermore, there can be no reasonable excuse for teachers who may persist in cramming the children in our Primary Schools with all the obsolete tables to be found in some of the table-books, that appear to be far better adapted to preserving the relics of past ages, than to supplying the children of the present day with useful knowledge.—*N. A. Calkins, in N. Y. City Report*, 1866.

THE HEIGHTS OF MOUNTAINS AND CITIES.

A paragraph about the height of mountains and cities, quoted in your paper of the twenty-seventh instant, is a pleasant illustration of how many errors can be crowded into twenty-five lines. Allow me to correct a portion of these misstatements, especially as the real facts are of general interest and worth preserving. I take up the statements in the order of the paragraph in question. First, Mount Mitchell, 6,576 feet, not 6,476, is not the highest mountain east of the Rocky Mountains; Black Mountain (6,701) is. Mount St. Elias is not 7,900 feet high, nor 17,600, as usually stated, but 14,970, as measured by the English hydrographers. Aconcagua (given at 23,944 feet) is not the highest peak in South America: the determinations of its altitude are somewhat at variance with each other; but 23,000, the measurement of the officers of the "Beagle," (on the memorable expedition of which Darwin formed a part) is the most probable. There are several peaks in the Bolivian Andes higher than this; of these, Illampu is the most elevated, its height being 24,812 feet, as determined by the recent Government Survey of Bolivia. The highest summit of Europe is Mont Blanc; (and here we meet the first correct statement in the paragraph in question) its height, however, is not 17,750 feet, but 4,809.6 metres, (15,779 feet) "as determined from the mean of seven of the most elaborate and reliable geodetic measurements, which cost twenty years of labor." The highest point of Asia is not "Kunchinjunga," (spelled correctly Kanchinjinga) nor 28,178, but 28,156 feet, according to the Government Survey; it is Gaurisankar, or Mt. Everest, 29,002 feet as fixed by the accurate determination of the Great Topographical Survey of India. Salt Lake City is not the highest city in the United States. Virginia City is probably the highest town with sufficient population to be entitled to the name of a "city." It is about 6,300 feet above the sea; as it is built on the steeply inclined side of a mountain, different parts of it differ several hundred feet from each other in elevation. If, however, Austin, Nevada, may be called a city, it has the precedence over Virginia City, as its elevation is about 6,500 feet; while Aurora is nearly 1,000 feet higher than Austin, or 7446 feet. Whether the statement that Mexico is the highest city on the continent should be allowed to pass unchallenged depends

on the construction of the word "city." All that follows in the paragraph in question is incorrect, except the heights assigned to Guzco and La Paz. I will state the facts as concisely as possible in regard to the highest inhabited places in America and in the world. The highest permanently inhabited place in the world is a Buddhist monastery in Western Thibet, called Hanle, 15,117 feet; the highest summer village is Norbu, 15,946 feet; Potosi, therefore, is not the highest inhabited place in the world, neither is it the highest city, as Cerro de Pasco (14,098 feet) in the Andes is higher, and Muglab in Western Thibet (13,847 feet). Finally, the highest point ever attained by man was not upon Chimborazo, by Boussingault and Hall (19,899 feet); much greater heights have been reached in balloons, and also on terra firma, by the Schlagintweit brothers; their highest point, reached August 19, 1855, on the banks of Ibi Gamin, was 22,259 feet.—*Prof. Whitney in the S. F. Bulletin.*

STATISTICS OF THE WAR.

The Washington correspondent of the Chicago *Tribune* furnishes that paper with an exhaustive compilation of the statistics of the war. The following tables are compiled from official documents:

ENLISTMENTS BY STATES.

Maine	70,500	Missouri	119,364
New Hampshire	30,012	Kentucky	75,275
Vermont	34,054	Kansas	21,186
Massachusetts	158,380	Tennessee	31,092
Rhode Island	26,595	Arkansas	8,289
Connecticut	58,157	North Carolina	3,156
New York	468,521	California	15,725
New Jersey	79,207	Nevada	1,080
Pennsylvania	366,005	Oregon	1,810
Delaware	12,265	Washington	964
Maryland	47,350	Nebraska	3,157
West Virginia	32,903	Colorado	4,093
District of Columbia	18,693	Dakota	206
Ohio	339,265	New Mexico	6,551
Indiana	207,969	Alabama	2,576
Illinois	279,006	Florida	1,290
Michigan	88,892	Louisiana	5,224
Wisconsin	95,972	Mississippi	545
Minnesota	24,932	Texas	1,965
Iowa	80,609	Indian Nation	3,530

When the war closed there were in the field, on the 30th day of April, 1865, 1,000,546 men actually in service, and an enrollment of 2,245,063 men subject to draft. This would make the total fighting force of the free States, between the ages of 18 and 45, and in good physical health, and not including foreigners not naturalized, 3,245,579 men.

CASUALTIES.

Deaths from wounds	96,089	Discharged for disability	224,306
Deaths from disease	184,331	Dishonorably discharged	5,390
Desertions	199,046	Resignations	22,281
Honorably discharged	174,577	Missing, etc	7,062
Total			914,081

COMMUTATION MONEY BY STATES.

Maine	$610,200	Ohio	$1,978,187
New Hampshire	208,500	Maryland	1,131,900
Vermont	593,400	District of Columbia	96,900
Massachusetts	1,610,400	Kentucky	997,530
Rhode Island	141,300	Minnesota	316,800
Connecticut	457,500	Illinois	15,900
New York	5,485,799	Indiana	235,500
New Jersey	1,265,700	Michigan	614,709
Pennsylvania	8,634,300	Wisconsin	1,533,600
Delaware	416,100	Iowa	22,500
Total			$26,366,616

BOUNTY PAID BY STATES.

Maine	$7,837,643	Ohio	$23,557,373
New Hampshire	9,636,913	West Virginia	861,373
Vermont	4,528,744	Kentucky	692,577
Massachusetts	22,965,550	Indiana	9,182,354
Rhode Island	820,768	Illinois	17,296,205
Connecticut	6,887,554	Michigan	9,664,855
New York	86,629,227	Wisconsin	5,855,356
New Jersey	23,868,960	Iowa	1,615,171
Pennsylvania	43,155,986	Minnesota	2,000,464
Delaware	1,136,599	Missouri	1,282,148
Maryland	6,271,992	Kansas	57,457
District of Columbia	134,010		
Total			$284,805,400
Paid by United States			300,223,500
Total bounty money			$585,028,900

Prayer in School.—The law is pretty much the same in all the States on this subject. We find it everywhere written in blank. Nothing is more certain, however, than that prayer is allowable when no one objects to it; but it should always be perfectly free from sectarianism. Prayer, if made in the schools established by the State, should be made in the spirit of the laws of the State. But here is the difficulty. It is next to impossible for an individual who is sectarian to speak and act in every instance in the spirit of laws that are not sectarian. The law, generally speaking, regards all sects and persuasions with perfect impartiality; any teacher who can do the same thing and in the same spirit, we think, may reasonably expect to be permitted to open or close his school with prayer without serious objection. But, in the language of the Constitution of Virginia, "it is the mutual duty of all to practice Christian forbearance, love, and charity toward each other." The teacher should practice forbearance, love, and charity toward the scholars and toward their parents, and he should respect their opinions and wishes, precisely as he would have his own respected by them. If he can do this sincerely, he will probably be permitted to open or close his school with or without reading and prayer, just as he may deem most agreeable. We hope that no teacher who knows the law will cease praying through fear. The other and better way will be to make the spirit and the prayer harmonize with the law, and then "walk in the light."—"*The Lawyer in the School Room.*"

Department of Public Instruction.

EXAMINATION QUESTIONS.

The following questions were used in the May examination, San Francisco, in the first classes of the Grammar Schools. The standard set for promotion to the High Schools was 65 per cent. We trust some of the teachers in the interior will submit them to their first classes as an exercise in written examinations on Fridays.

ARITHMETIC. FIFTEEN QUESTIONS, TEN CREDITS EACH.

Write Operation in FULL, *or no Credit will be given.*

1. Divide the product of $144\times64\times10\times108\times36$ by $24\times32\times12\times4$.

2. What is the greatest common divisor of 96 and 544?

3. What is the least common multiple of 84, 100, 224 and 300?

4. $12\frac{1}{2}$ less $\frac{\frac{2}{3}\text{ of }3\frac{3}{4}}{\frac{5}{7}}$ is $\frac{4}{5}$ of $\frac{5}{6}$ of what number?

5. What will be the cost of plastering a room 20 feet long, 18 feet wide, and 9 feet high, at 25 cents a square yard?

6. What is the sum of $\frac{3}{5}$ of a mile, $\frac{3}{4}$ of a yard, and $\frac{3}{4}$ of a foot?

7. Reduce 27 min. and 40 $\frac{7}{10}$ sec. to the decimal of a day.

8. Required the interest of $300, from January 14, 1865, to May 20, 1867, at $1\frac{1}{2}$ per cent a month.

9. Sold a carriage for $140, which was 30 per cent. below cost; what would I have received had I sold it for 40 per cent. above cost?

10. A man purchases stores at a cost of $12,000, and receives for them an annual rent of $2,400; what monthly per cent. does he receive on the investment?

11. January 1, 1867, I find myself indebted to John Smith in sums as follows: $350, due in five months; $725, due in ten

months, and $500, due in two months: at what date may I settle by giving my note on interest for the whole amount?

12. If I borrow $500, and keep it 1 year and 7 months, for how long a time should I lend $240 as an equivalent for the favor?

Solve by proportion the following:

13. If 10 men will mow 40 acres of grass in 12 days, of 5 hours each day, how many men will be required to mow 60 acres in 2 days, working 9 hours each day?

Solve by analysis—

14. B's age is $1\frac{1}{2}$ times the age of A, and C's age is $2\frac{1}{10}$ times the age of both, and the sum of their ages is 93: what is the age of each?

Solve by analysis—

15. Five boys divide 50 marbles between them, in the proportion of 4, $1\frac{1}{4}$, 1, $\frac{1}{2}$, $\frac{1}{4}$: how many had each?

GEOGRAPHY. TWENTY-ONE QUESTIONS, FIVE CREDITS EACH.

1. Give the name of each of the tropics and polar circles.

2. At what distance from the equator is each situated?

3. Why are they so situated?

4. What are meridians?

5. What is the equator of the earth?

6. Define and name an instance of the following: Peninsula, Channel, Isthmus, Estuary, and Plateau.

7. Give the dimensions of the State of California.

8. State how the counties of California may be grouped.

9. Tell to which group each of the following counties belongs, and in what part of the State each is situated: Santa Cruz, Calaveras, Yuba, Contra Costa, and Del Norte.

10. Locate and describe the Mississippi, Missouri, Ohio, Hudson, and Columbia rivers; also, locate cities of New York, St. Louis, Boston, New Orleans, and Cincinnati.

11. Bound Ohio and Nevada.

12. In what zone is the greater part of Mexico?

13. What is the characteristic occupation of the inhabitants of Mexico?

14. To what Government does the Isthmus of Panama belong? and what gives it its present importance?

15. Where are the cities of Para and Rio Janeiro situated? and what is the principal article of export of each?

16. What is the character of the coast line of Europe?

17. What is the most densely populated country of Europe? and what is its capital?

18. What are the two principal rivers of the Chinese Empire?

19. Describe the Amazon river.

20. Of how many States and Territories does the United States consist?

GRAMMAR. TEN QUESTIONS, FIVE CREDITS EACH.

1. When does a proper noun become a common noun?

2. In what different ways is a noun or pronoun used independently?

3. When are the endings *er* and *est* preferred in the comparison of adjectives?

4. Which are the principal parts of a verb? and why are they so called?

5. When a subject or antecedent consists of words that differ in person, how do you determine the person of the verb or pronoun?

6. For what purpose is the auxiliary participle *being* used?

7. How many and what infinitives are there in both voices?

8. Mention the chief particulars in which participles and infinitives agree.

9. When should the adverb be used? and when the adjective?

10. Write three sentences illustrating different constructions of the word *that*.

TEN QUESTIONS, TEN CREDITS EACH.

11. In the sentence, He thought it an honor to do so; parse *it*, *honor*, and *to do*.

12. In the sentence, Let us be watchful of our liberties; parse the verb, adjective, and preposition.

13. Analyze the following sentence: My impression is that you will succeed.

14. Analyze the following: He was known to have assisted the editor.

15. Analyze the following: As you sow, so shall you reap.

Correct the following, and give the reason for the correction:

16. My father presented me with a new knife. If I mistake not, I think I have seen you before.

17. San Francisco is the other side the Rocky Mountains. There is no man knows better how to make money.

18. We were shown a sweet-potato that weighed fifteen pounds. Bond's and Allen's store is the next one above us.

19. The law is inoperative, which is not right. I was afraid I would lose my money.

20. I shall neither depend on you nor on him. It is our duty to protect this government and that flag from every assailant, be they whom they may.

ANALYSIS. TWENTY-FIVE QUESTIONS, FOUR CREDITS EACH.

1. Define *abs* and *bene*.
2. Write words containing *e* and *retro*.
3. Define the words just written.
4. Define *introversion* and *preterit*.
5. Define *apogee* and *chirography*.
6. Define *dys* and *entomo*.
7. Write words containing *helio* and *litho*.
8. Define these words.
9. Define *osteology* and *philology*.
10. Write words containing *syl* and *peri*.
11. Define the words just written.
12. Write two words containing Saxon prefixes.
13. Write two words having the prefix *anti*.
14. Define *omnipotent* and *equilateral*.
15. Define the suffixes *ment* and *ferous*.
16. Write words containing the suffixes *ose* and *ism*.
17. Define *mandatory* and *asteroid*.
18. Define the suffixes in *drunkard* and *versicle*.
19. Give some rule concerning the omission of final *e*.
20. Give two examples in which *ie* final is changed into *y*.
21. Form two derivatives from *unite* by the use of prefixes.
22. Form two derivatives from *method* by the use of suffixes.
23. Define the suffixes in *learned* and *alarming*.
24. Mention two or more suffixes characteristic of verbs.
25. Mention two or more suffixes characteristic of adjectives.

PHYSIOLOGY. TWENTY-FIVE QUESTIONS, SIX CREDITS EACH.

1. How is the blood changed after it has been used?
2. How and from what does the mind receive messages?
3. Of what two parts are bones composed?
4. What is the difference between the bones of the old and those of the young in regard to composition?
5. By what are the bones bound together? By what moved?
6. What do the three great cavities of the body contain?
7. What is mixed with the food in the stomach?
8. What is done with the food in the intestines?
9. Describe the different kinds of teeth in man.
10. What is the office of the gall-bladder?
11. Describe the way in which the chyle gets into the blood.
12. What are the capillaries?
13. What is the reason for the different situation of the arteries and veins?
14. Explain what the pulse is.
15. What is done to the blood in the capillaries?
16. Are the two sides of the heart as separate as if they were two hearts?
17. Where can you best hear the sounds of the heart? Why?
18. About how many times does the heart beat in a minute?
19. Describe the way in which the repairing of the body is done.
20. How do we know that the nerves are the means of communication between the mind and the different parts of the body?
21. What are the three principal purposes that the bones answer?
22. What two purposes do the tears serve?
23. Trace the transmission of a vibration inward from the drum of the ear.
24. What is the most important part of the apparatus of hearing?
25. What are the proofs that the mind has its seat in the brain?

NATURAL PHILOSOPHY. TWENTY QUESTIONS, FIVE CREDITS EACH.

1. What is Matter?
2. Explain the difference between the attraction of cohesion and the attraction of gravitation.
3. What is Inertia?

4. What forces act upon a body thrown horizontally?
5. Define Tenacity.
6. What causes the pendulum of a clock to vibrate?
7. Give examples of a lever of the second kind.
8. What is friction?
9. Of what use is friction to man?
10. State how water is used as a mechanical power.
11. Of what use is the barometer?
12. Explain its construction.
13. What causes sound?
14. How is the sound of the human voice produced?
15. What is the nature of heat?
16. How can it be shown that one substance conducts heat better than another?
17. When is light refracted?
18. What effect have convex lenses upon light?
19. What is the center of gravity of a body?
20. Name the colors which enter into the composition of light.

SPELLING, BY DICTATION. FIFTY QUESTIONS, ONE CREDIT EACH.

1. Pa-geant.
2. Mus-tache.
3. Fea-si-ble.
4. Il-lit-er-ate.
5. De-ceit-ful.
6. Sus-pi-cion.
7. En-deav-or.
8. Re-prieve.
9. Sim-i-lar-i-ty.
10. Col-league.
11. Co-ad-ju-tor.
12. Cir-cuit.
13. Sal-a-ry.
14. Aid-de-camp.
15. Ac-ces-sion.
16. Pic-ces.
17. Par-a-site.
18. Griev-an-ces.
19. In-veighed.
20. Ir-re-triev-a-ble.
21. Im-pell-ed.
22. Em-bar-rass-ment.
23. Con-de-scen-sion.
24. Ap-pall-ed.
25. I-ras-ci-ble.
26. Pac-i-fi-ed.
27. Su-per-sede.
28. E-quip-ped.
29. Un-be-lief.
30. Lab-y-rinth.
31. Pneu-mat-ic.
32. Par-al-lel-o-gram.
33. In-ter-sperse.
34. Tech-ni-cal.
35. A-que-duct.
36. Pan-e-gyr-ic.

37. O-bei-sance.
38. Ex-che-quer.
39. Loathe.
40. Ex-hil-ar-a-ted.
41. Seizes.
42. Am-a-teur.
43. Griz-zly.
44. Quer-u-lous.
45. Di-ær-e-sis.
46. De-ceive.
47. La-bel-ing.
48. Ac-com-pan-i-ment.
49. Pier-ces.
50. Ac-ces-so-ry.

County Superintendents.—The State Superintendent desires to call the attention of the County Superintendents to the absolute necessity of forwarding their annual reports at or before the time required by law. The statistics of a biennial report are extensive and complicated, and unless the county reports are sent in at an early date, the report of the State Superintendent cannot be made out at the time required by law.

Notice to Holders of State Certificates.—We publish, this month, in our advertising pages, an Educational Directory of this State. The State Superintendent has filled out the columns of residence and position, so far as his knowledge extends. If errors have been made, as in cases in which teachers have recently changed places, teachers are requested to notify the Superintendent at an early date. If the names of any holders of State certificates above the third grade have been omitted, they are requested to call attention to the fact by letter.

District Clerks.—Two copies of the California Teacher are mailed from this office to each District Clerk in the State—one copy for the use of the trustees, the other for the school library. In some instances the clerks have neglected to send the school library copy to the teacher of the school. The library copy is designed for the use of the school teacher, and it is expected that each teacher will secure from the clerk the school copy. In districts where new district clerks have been elected, the former clerks, to whom we must continue to send the Teacher until we receive the reports of county superintendents, will confer a favor by delivering the two copies of the Teacher to their successors in office. District Clerks are requested to notify us if they fail to receive the Teacher regularly.

State Normal School Graduates.—The Superintendent of Public Instruction, who is *ex officio* Secretary of the Board of Normal School Trustees, desires to secure an authentic statement concerning the success of such graduates of the School as have taught, or are now teaching, in various parts of the State. County Superintendents, School Trustees, and Principals of schools in which Normal graduates have been engaged as assistants, will confer a favor by answering by letter, as soon as convenient, the following questions:

1. Have any of the graduates or pupils of the California State Normal School been employed as teachers in the schools of your county, city or vicinity?

2. What degree of success has attended their labors in teaching and governing?

3. In what repute is the Normal School held by the people in your portion of the State?

4. According to your judgment, is the outlay of money required to support the Normal School, a judicious and profitable expenditure?

State Normal School Graduates.—All graduates of the State Normal School are requested to inform the State Superintendent, by letter, of the position in which they are at present engaged in teaching; and, also, of the various positions which they have filled since their graduation.

Special Report.—County Superintendents are requested to make a special report concerning any district having more than 100 children, and taxable property assessed at over $200,000, which failed, during the last school year, to keep a free school five months. By Section 101, the State Superintendent is requested to make a deduction of twenty-five per cent. from the State apportionment due to such districts, and he desires to have specific statements on which to base his action. The law is mandatory, and does not authorize the State Superintendent to make any exceptions.

Private Schools.—County Superintendents will confer a favor by returning, with their annual reports, such statistics and information as they can gather, concerning the Private Schools in their respective counties.

LEGAL CERTIFICATES.

The following correspondence explains itself:

Hon. John Swett, Superintendent of Public Instruction of California:

Dear Sir—Feeling a deep interest in the welfare and encouragement of teachers, and believing the success of our system of popular education will be best sustained by encouraging a spirit of laudable emulation among them, I would respectfully submit the following questions for your opinion, and will wait for a reply at your earliest convenience:

1st. Has the City Board of Education, or any trustee of a public school, a legal right to pay a teacher, holding a certificate of a primary grade for services as Head Assistant, Grammar Assistant or Sub-Master?

2d. Does the rate per cent. fixed by the City Board of Education, or other trustee, upon which certificates of different grade are issued, determine the fitness of teachers by law for teaching, or is it merely a special agreement which can be set aside at liberty?

If the latter is the case, the law should be changed, for it is unfair and unjust to require a part of the teachers to undergo a severe examination for a high grade of certificate, and then place those holding an inferior grade in the most prominent positions.

3d. Can a certificate be in "full force and effect" while the holder of a primary grade certificate fills the position of a grammar assistant?

Very Respectfully,

W. AYER,

Chairman of Classification and Course of Instruction.

San Francisco, July 16, 1867.

Department of Public Instruction,
San Francisco, July 17, 1867.

Dr. Washington Ayer, Chairman of the Committee on Classification and Course of Instruction, San Francisco:

Dear Sir—In answer to your communication of July 16th, asking my opinion on certain points of the Revised School Law, relating to the validity of teachers' certificates, I respectfully submit the following:

First. Has the City Board of Education, or any Trustee of a public school, a legal right to pay a teacher holding a certificate of a primary grade for services as head assistant, grammar assistant, or sub-master?

Answer. Section 65 of the Revised School Law reads as follows: "No teacher shall be entitled to draw for salary any school moneys, unless such teacher shall be employed by a majority of the Trustees; nor unless the holder of a legal State, city or county teacher's certificate, in full force and effect." Now, what constitutes a legal city certificate? Section 93 of the Revised School Law, provides for a City Board of Examination, for issuing teachers' certificates, and specifies its powers as follows: "Said Board shall conduct all examinations in conformity with the general rules and regulations of the State Board of Education, and shall have power to grant certificates of the same grade and for the same time as the State Board of Examination." Section 86 of the Revised School Law provides that the State Board of Examination shall have power to grant certificates of the following grades,

to wit: "State Educational Diplomas, valid for six years; State certificates, first grade, valid for four years; second grade, valid for two years; third grade, valid for one year." Section 87 of the Revised School Law further provides as follows: State Educational Diplomas shall be issued to such persons only as shall have been employed in the occupation of teaching at least three years; and the holders of said Diplomas shall be eligible to teach in any public school in the State, except high schools in which the ancient and modern languages are required to be taught by such teachers. State certificates of the first grade shall entitle the holders to teach in county schools of the first grade, and in all grammar schools. State certificates of the second grade shall entitle the holders to teach in second grade schools and as assistants in grammar schools. State certificates of the third grade shall entitle the holder to teach in any primary school."

The plain reading of these sections determines the question without a shadow of doubt, that the holder of only a primary or third grade certificate is not "legally qualified" to teach in a grammar school, and cannot legally draw a salary if elected to such a position. A primary certificate is in "full force and effect" for teaching a primary school only; a second grade certificate for teaching as an assistant in a grammar school; and a diploma, for the highest positions in the Department, except in schools in which the ancient and modern languages are taught.

Second. Does the rate per cent. fixed by the City Board of Education, or other trustee, upon which certificates of different grades are issued, determine the fitness of teachers by law for teaching, or is it merely a special agreement which can be set aside at liberty?

Answer. The City Board of Examination, not the Board of Education, has the power of determining the standard of per centages on which certificates of the several grades shall be awarded; and when certificates are so awarded, they represent the legal fitness to teach in certain specified positions in the public schools, and in no others.

Third. Can a certificate be in "full force and effect" while the holder of a primary certificate fills the position of a grammar assistant?

Answer. This question is answered in the negative by the answer to the first question.

In conclusion, allow me to observe that, while the City Board of Education has the power of electing teachers to positions, the power of determining the fitness of teachers to hold such positions is vested only in the City or State Boards of Examination, and that if teachers are elected to positions higher than those to which their certificates entitle them to teach, and if they draw their salaries for such positions, the City Board of Education will render the city liable to the penalty provided in section 105 of the Revised School Law: "No school district shall be entitled to receive any apportionment of State or county moneys, unless the teachers employed in the schools of such district shall hold certificates of fitness for the occupation of teaching, in full force and effect."

Very Respectfully,

JOHN SWETT,

Sup't Pub. Instruction.

STATE EDUCATIONAL SOCIETY.

The State Educational Society met at the Lincoln School House, San Francisco, May 10th, 1867, agreeably to the call of the President; President Bradley in the chair.

The President invited all who desired to become members of the Society to present their names.

Messrs. E. D. Humphrey, F. R. Brown, Thomas Nicholson, M. S. Deal, H. D. Gough, Wm. White, E. Rosseau, Geo. Brown, A. T. Winn, made application for membership, and were referred to the Examining Committee.

Messrs. Philip Prior, H. E. McBride, L. D. Allen, A. Higbie, H. N. Nutting, Isaac Upham, Ambrose H. Randall, H. P. Stone, John Bagnall, and Dennis Townsend, were nominated for membership by various members, and were referred to the Examining Committee.

On motion, the Examining Committee was requested to report on the applicants in two hours.

On re-assembling, the Examining Committee reported in favor of electing the following named gentlemen, and requested the Society to note the shortness of the time allowed them to make their investigations: a circumstance which might necessitate their withdrawing their recommendation in the future in the case of such as had made application under a misapprehension.

Recommended for membership by the Examining Committee.—Geo. Brown, E. Rosseau, Wm. White, H. Dorsey Gough, M. S. Deal, E. D. Humphrey, Thomas Nicholson, F. R. Brown, H. P. Stone, John Bagnall, Dennis Townsend, A. T. Winn, Philip Prior, H. E. McBride, L. D. Allen, A. Higbie, H. N. Nutting, Isaac Upham, Ambrose H. Randall.

On motion, the Secretary was instructed to cast the vote of the Society for the above-named gentlemen.

The new members were invited to sign the Constitution, which they did.

Moved, seconded, and carried, that the Society proceed to elect officers for the coming year.

Messrs. Pelton, Swett, and Denman were nominated for President.

On counting the votes Mr. James Denman was declared elected.

Messrs. Higbie, Wm. White and Stone were nominated for Vice-Presidents.

On counting the votes Messrs. Higbie and Stone were declared elected.

Silas A. White was elected Recording Secretary.

John Swett was elected Corresponding Secretary.

Ira G. Hoitt was elected Treasurer.

The Secretary was instructed to cast the vote of the Society for Messrs. Sibley, White, Upham, Marks, and Gough, as Executive Committee.

The Secretary was instructed to cast the vote of the Society for Messrs. Carlton, Nutting, and Tait, for Examining Committee.

Moved, seconded, and carried, that the President be empowered to fill all vacancies that may occur in the Executive Committee.

Moved, seconded, and carried, that the Executive Committee be empowered to determine upon and arrange for the exercises to be had at the next Institute.

BERNHARD MARKS,
Recording Secretary.

METRICAL SYSTEM OF WEIGHTS AND MEASURES.—The following resolutions were passed by the National Academy of Sciences, Washington, D. C., in session August 10, 1866:

1. *Resolved*, That the National Academy of Sciences has heard with great satisfaction of the passage by the Congress of the United States of a law authorizing the employment of the metrical system of weights and measures. That in the opinion of the Academy such legislation is honorable to our country, as identifying it with the scientific progress of the age.

2. *Resolved*, That the National Academy of Sciences earnestly recommend to the State officers having charge of the subject of public education, to require the employment of the metrical system in works on Arithmetic and other branches of science taught in the public schools, and to take such other measures as may insure the introduction of the system, by educating the people to appreciate its advantages.

In session January 26, 1867:

3. *Resolved*, That the National Academy of Sciences is deeply impressed with the importance of educating the community, and especially the youth of the country, in the principles and use of the metrical system of weights and measures now permissively established by law.

4. *Resolved*, That in the opinion of the Academy no measure promises so certain success to this end as the introduction of the study of the system into the

common schools of the country, and the explanation of the system to school teachers by competent persons.

5. *Resolved*, That it be recommended to Universities and Colleges to make the metrical system of weights and measures a subject of examination, and a necessary qualification for admission to these institutions.

6. *Resolved*, That the Academy considers it highly desirable that the discretionary power granted by Congress to the Postmaster-General to use metrical weights in the Post-Offices be exercised at the earliest convenient day.

STATE CERTIFICATES.—We quote the following section of the Revised School Law, as a reminder to the applicants for, and recipients of State certificates:

"SEC. 88.—* * * * * All applicants for State certificates or diplomas shall pay an examination fee of two dollars, which shall be appropriated to the support of the 'State Educational Journal.'"

COST OF TUITION PER SCHOLAR IN SOME OF THE PRINCIPAL CITIES OF THE UNITED STATES.

The following statement will show the cost per scholar for tuition only in some of the principal cities of the United States. These returns were obtained principally in answer to circulars sent out by the Superintendent of Schools of Detroit, Mich.

New York City	$21 00	Lawrence, Mass	$11 08
Boston, Mass	14 54	Dayton, O	10 76
Brooklyn, N. Y	14 40	New Haven, Ct	10 70
Louisville, Ky	13 00	Newburg, N. Y	10 63
Cleveland, O	13 00	Fort Wayne, Ind	10 58
Zanesville, O	12 10	Lowell, Mass	10 38
Roxbury, Mass	12 10	Syracuse, N. Y	10 29
Cincinnati, O	12 01	Worcester, Mass	10 07
New Bedford, Mass	11 77	Oswego, N. Y	9 04
Albany, N. Y	11 71	Erie, Pa	8 55
Columbus, O	11 62	Detroit, Mich	7 35
Davenport, Iowa	11 42	Newburyport, Mass	7 00
Chicago, Ill	11 12	San Francisco	21 33
Toledo, O	11 09	State of California, Average	15 60

Resident Editors' Department.

CONVENTION OF COUNTY SUPERINTENDENTS.

SACRAMENTO, July 10th, 1867.

The Convention met pursuant to adjournment, and in accordance with a resolution adopted at a session held during the State Institute in May last, at the Assembly Hall, in Sacramento.

The meeting was called to order at 2 o'clock, P.M., by the Chairman of the previous session, Sup't Higbie, of Napa Co. In the absence of the Secretary, Sup't Hatch, of Sacramento Co., was elected to that office.

On motion, Rev. Mr. Hill, Sup't City Schools of Sacramento, and any ex-County Superintendents present, were invited to take part in the deliberations.

The proceedings of the San Francisco Convention having been read, as the basis of the business requiring present attention, a discussion arose upon the resolution relating to a uniform standard for Teachers' Certificates, which was freely participated in by Superintendents Simonton, Conklin, Case, Hill, (City Superintendent, Sacramento) and Hatch.

The following resolution was finally agreed to, unanimously:

Resolved, That this Convention recommend the adoption as a *minimum* of 80 per cent. for First Grade Certificates, 70 per cent. for the Second Grade, and 60 per cent. for the Third Grade.

On motion, it was—

Resolved, That the Convention recommend to the State Board the issuance of but one set of Questions for Examination for all the Grades.

After a general discussion of the School Law, a motion was made and carried, that a Committee of three be appointed by the Chair, to suggest alterations, and report thereon at the commencement of the morning session. The following were appointed: Superintendents Case, Simonton, and Conklin. On motion, Superintendents Hill and Hatch were added to the Committee.

The Convention then adjourned to to-morrow, the 11th inst., at 9 o'clock, A.M.

F. W. HATCH,
Secretary *pro tem.*

SACRAMENTO, July 11th, 1867.

The Convention was called to order by the Chairman.

The minutes of previous session were temporarily dispensed with.

The Committee appointed to consider the necessity of any amendments to the "Revised School Law," submitted the following report:

"The Committee to whom was referred the subject of alterations to the present School Law, respectfully recommend—

That the Superintendent of Public Instruction be requested to use his influence to secure the amendment of the "Revised School Law" in the following particulars:

1st. To secure a *semi-annual* apportionment of the State School Fund. The funds of many of the districts being usually exhausted at the commencement of the school year, the distribution of a portion of the State Fund at that time will materially assist them in paying off the debts which have accrued to the teachers. Under the present system, many of the teachers are compelled to wait for their salaries, or dispose of their claims at a sacrifice.

2d. To procure an amendment of Sec. 98, by striking out the limiting clause therein, referring to the "maximum rate of tax" which can be levied by a district in any one year. The operation of the law, as it now reads, is, in many cases, a virtual prohibition against the erection of school houses.

3d. To amend Sec. 101, by striking out the words, "in districts having more than one hundred pupils, and taxable property assessed at over two hundred thousand dollars, and not otherwise."

4th. To amend Sec. 102, by striking out the words, "as required in the preceding section."

S. R. Case,
E. B. Conklin,
G. W. Simonton,
W. H. Hill,
F. W. Hatch,
} Committee."

The report of the Committee was unanimously adopted.

The report of the Committee appointed at the May Session to prepare a form for "District Record Books" having been read, was received and adopted, and the Committee continued, in order to carry out and perfect the object for which they were appointed.

The remainder of the session was occupied in the discussion of the merits of the text-books used, and in comparing the methods adopted by the different members in the general management of the schools under their respective charges; also, as to the best means of keeping up an interest in the cause of education among the people of the districts.

On motion, the Secretary was requested to forward a copy of the proceedings of this Convention for publication in the California State Teacher.

The minutes of the entire session were read and adopted.

The Convention then adjourned *sine die*.

F. W. Hatch,
Secretary *pro tem.*

School Law.—The edition of 6000 copies of the Revised School Law is en

tirely exhausted, and the State Superintendent does not desire to order a new edition until after the session of the next Legislature, that the amendments which will probably be made may be incorporated in the law. District Clerks, who are not supplied, must secure the copy used by their predecessors in office.

No More Rate Bills.—By amendments of the School Law, passed at the last session of the Legislature of the State of New York, rate bills are abolished, and all money for the support of schools is to be raised by taxation. The State tax is increased to one and one-fourth mills on the dollar. We trust the next session of our State Legislature will make our schools FREE, by abolishing rate bills, and by increasing the rate of State and county tax.

Roll of Honor, Center District, Solano Co.—Valeria Taylor, Teacher. Joan Truett, Ella Raymond, Emma Raymond, Gordon Marshall.

Sacramento County Institute.—This Institute met in the Senate Chamber, July 30th. All the city teachers were in attendance, the schools having been closed, and the greater part of the county teachers were present. Superintendent Hatch opened the exercises by an address mainly devoted to the Self-Reporting System and English Composition. He summed up his objections to the Self-Reporting System as follows:

First—Because it is wanting in exactness. It is not calculated to convey an accurate idea of the standing of the pupil. It is not a reliable measure of merit. Second—Because it throws upon the pupil an important part of the duty of the teacher. It is the duty of the teacher to observe for himself. Third—Because it encourages lying, and is indirectly unjust toward those who have the courage and moral principle to resist temptation and tell the truth. In a word, it rewards the guilty and punishes the innocent.

From the full report of the *Sacramento Union* we make the following extracts from a debate on the proper lessons to be assigned to pupils, to be studied out of school:

State Superintendent Swett addressed the meeting. He thought five hours per day was long enough for scholars to study in school. Physicians had all agreed that six hours' mental exercise was enough for students of any class. The high pressure system of forcing children along so rapidly was wrong, and the plan of requiring them to study long lessons was entirely wrong. Teachers were apt to forget the amount of study necessary, and gave long lessons which overtaxed the minds of the scholars. In the State Normal School cautions were always given against overtaxing the minds of children.

H. H. Howe said there was a fault somewhere, and it should be placed where it belonged. It was wrong to require excessive study out of school, but how could the scholars accomplish all that they should without such study? In this city the course of study in the Grammar School was so extended that it was impossible to get through with all that was required, and difficult to determine upon the remedy. The speaker had great faith in oral teaching, and believed that greater reliance on this mode and less on text books would work well.

M. L. Templeton said he had been waiting to hear from some of the ladies. The difficulty seemed to apply more to the lower schools than to those which were more advanced. He knew there was a fault which required correction, but it was difficult to find the remedy. In the study of arithmetic the pupils have, according to the course

of study adopted, but one year to reach fractions and one year in fractions. For children eight or nine years of age this may be time enough, but for children of from five to seven years more time is required. They are not able to understand the study and advance at that rate.

Mr. Swett thought the course of study should be based on natural laws, and adapted to the age and capacity of the child. When in San Francisco engaged in teaching, he had at first devoted all his time to recitations. The speaker thought the present course of study in the city required too much of scholars and teachers for young scholars. It was adopted six years ago. At that time the pupils of the Grammar School were as old as the pupils of the High School now are. They were therefore better qualified then than now for severe study. They now enter the High School at the age of twelve. Afterward, he devoted one hour out of five in school to study. This rule he adopted to avoid the necessity for so much study out of school. Children required play, and the child of the speaker should not attend school to be prematurely forced through studies as many children are. She should not engage in the study of Thompson's Arithmetic until twelve years of age. He believed in public schools, but did not believe in killing children by exacting so much study and depriving them of all play and recreation. This was frequently the result, under the pressure of both teachers and parents. There should be more teaching on the part of the teacher, and less hearing of recitations. The speaker had faith in the idea presented by Mr. Howe, that more oral instruction was required on the part of the teacher. They should do more in the way of instruction. No child between the ages of eight and ten years could acquire a thorough knowledge of fractions. The speaker was fourteen years old before he was able to succeed. There were exceptions, of course. At from twelve to fourteen years the child would learn more in such studies in one month than in five or six months at an earlier age.

W. H. Hill believed that children were sent to the High School at too early an age. He thought some of the teachers of the city were very foolish for remaining after hours and crowding the children forward so fast. He was satisfied that another year must be allotted to the Intermediate Department. Sometimes a scholar was able to jump a grade. Wherever it was able he had encouraged it, but there were but few instances where this could be done. In Connecticut, where the speaker went to school, they were seldom kept in after four o'clock. When they were, the bad boys swore, and the good boys said "darn it."

The following resolution was unanimously adopted:

Resolved, That it is the opinion of this Institute that pupils of the Public Schools are urged forward too rapidly for a healthy development of mind and body; that no lessons should be assigned to pupils of High Schools and the higher grades of Grammar Schools which require more than two hours' study out of school; that no lesson should be assigned to pupils of other grades that requires more than one hour's application out of school, and that no lesson whatever should be assigned to pupils under ten years of age to be acquired out of school hours.

Dr. H. W. Harkness delivered an interesting evening lecture on the "Respiration of Animals and Plants," illustrated by the use of several fine microscopes. J. G. Johnson read an essay on "Teaching as a Profession," and W. B. Hunt one on "Moral Culture."

SELF-REPORTING SYSTEM.

The order of business being the consideration of the Self-Reporting System, that subject was taken up and discussed. Superintendent Swett took ground against the system, stating several objections. The tendency of the system was to induce pupils to make erroneous reports in their own behalf.

S. H. Jackman referred to the fault of whispering in school, which, although not a

very grave offense, required control. He had found it necessary to deduct from deportment, and sometimes send out of school those who could not be controlled without. He thought good moral deportment on the part of the scholars as important as good lessons. Children should be taught to be honest, and a premium should be offered for good deportment.

Superintendent Swett thought deportment should be made the standard of honor.

M. L. Templeton indorsed the most of what had been said by Dr. Hatch in his address regarding self-reporting; but it was easier to find fault than to offer a substitute. The efficiency of the system depended in part upon the vigilance of the teacher; he should satisfy himself that pupils report truly and faithfully. It was impossible for the teacher, while fulfilling his other duties, to watch fifty or sixty scholars, and he must to some extent rely upon the honor of his pupils.

Superintendent Swett thought whispering not so bad a fault but that it might be regulated without great difficulty. If a pupil go through the day without faults which are observed by the teacher, they cannot be very serious in character.

Converse Howe suggested that the appointment of monitors to check the faults and improper acts of scholars in large schools was an efficient mode of securing the object aimed at. He had found that plan to work well. He was opposed to the plan of self-reporting. He had tried it and it had proved a failure. At first, pupils were very honest and would report truthfully. Then the failure of one to report would cause others to follow the example, until at last none would report adversely to themselves except where the teacher was already informed as to the fact. He found scholars honest at first, but could say but little for their integrity by the time he got through with the self-reporting system. He should never try it again. Scholars would watch their opportunity and deceive.

Superintendent Swett objected to the monitor system. His own experience while a boy led him to oppose it. It gave the monitor an opportunity to do injustice to other scholars from spite. And then some monitors were also subject to bribery, and the system led to fighting and quarreling among the scholars.

Superintendent Hill agreed with both Mr. Howe in his opposition to self reporting, and also with Mr. Swett in his opposition to the monitor system. It was necessary that teachers always know what scholars were doing in school, whether they were looking at them or not. In some schools in this city the scholars believed that the teachers had eyes in the back part of their heads, and could see behind them. Whenever teachers could make pupils believe this, they could preserve order. In other schools, the pupils watched for the mathematical angle at which the eye of the teacher was turned, and were disorderly accordingly. So far as the speaker's experience and observation went, he would sooner trust primary scholars to report correctly than those of the higher schools. Older scholars persuade themselves that it is not lying to make false reports. Under the self reporting system the honest and truthful suffer, and the brazen and untruthful gain. Fighting, swearing and many evil results were produced by the adoption of the monitor system.

Superintendent Swett said he was reminded by the remark of Mr. Hill of a teacher he went to when a boy, who seemed able to have eyes in the back of his head. The boys at length discovered that he was able, by means of the glasses he wore, to catch the reflection, and in that way knew what was going on behind him.

S. H. Jackman thought the success of any system in school depended upon the teacher. With those who required a half hour to turn round, scholars would always give trouble. When the back is turned, they will go into mischief. Every family has a different standard of right, and on that account children differ. What one thinks right another thinks wrong. Pupils, the speaker thought, ought to have a voice in the regulation of their own conduct, though it was not well to trust too much to them.

S. G. Johnson wished to enter his protest against the Self-Reporting System. There were several advocates of the system among the ladies present. He desired to hear

from them. From twenty-five years' experience as a teacher, he had come to the conclusion that the system was wrong. His rule was to watch his pupils.

A resolution disapproving of the Self-Reporting System was unanimously adopted.

ENGLISH COMPOSITION.

Superintendent Swett thought this a very important branch of the education of the child. It was essential to a correct understanding of grammar. Children were apt to speak correctly from hearing correct conversation, but it was difficult for them to write. The habit of constructing sentences was difficult to acquire. He thought scholars ought to be taught to write short sentences several years before they commenced the study of grammar. After writing brief compositions they might be required to re-write simple stories after hearing them read: such exercises would greatly facilitate the study of grammar. The speaker thought subjects should generally be given to scholars, as it was often difficult for them to fix upon them themselves. When first required to write a composition without a subject he obtained the assistance of a cousin. He next received aid from an uncle. Such, he feared, was still the practice with many scholars. It was much better for pupils to write for themselves, although but a line or two. Another plan was to submit some questions to the class, and require a written answer from each, and then review each answer—correcting spelling, etc. Scholars should be required to write letters from abroad, giving such information as they had acquired from their geographies. Thus, a letter from China or Japan would furnish fine exercise. Then again, several scholars might be directed to write out a dialogue on some given subject. This could afterward be recited. In this way the teacher could, by a little thought and care, lead on the child, and it would soon delight in that which would at first be very laborious and difficult. After compositions were written, they should be interchanged among scholars for correction. Thomas could take James', etc., each to revise and correct the other's. In this way, the teacher might soon be relieved from the drudgery of correcting the productions of the scholars. Composition, the speaker held to be necessary in order to make good spellers. Scholars could learn to spell words pronounced from the book, but without practice would fail to spell correctly with the pen. The eye must be accustomed to the sight of the word. The speaker could generally spell correctly in writing; but if in the class, and the words were hurled at him, he would probably fail. The best mode of insuring correct spelling was practice in composition.

S. H. Jackman said he was a poor hand at composition himself. He was not accustomed to talk with the pen. Children learn to write readily after they make a start. They should write all they can. They may be given one word and required to employ it in a sentence, or several words, and required to use all in a sentence. The more a child is required to write the better.

Converse Howe had made it a rule to commence early with scholars, and require short compositions. A single sentence, describing a dog or cow, would do to begin on. Soon, two or three sentences could be required, and so on. While writing compositions, scholars were also practicing in making letters. He had also required scholars to write notes and letters, or bills and accounts.

Superintendent Hill stated that he had spent seven years in the work of writing for a daily newspaper, and in correcting the writing of others. It had required years of experience to learn to control his thoughts while writing, and to express them on paper in a manner satisfactory to himself. It was no great task to learn to correct the productions of others. The speaker thought children often experienced the difficulty of being unable to retain their thoughts long enough to put them on paper. The style of composition in advanced schools was wretched. Long and indistinct sentences were met with too frequently. The speaker strove for years to imitate the style of Thurlow Weed—short sentences. He had not yet acquired it; he had annihilated the old vicious style with which he started. He hoped the time might come in the future when each school

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would have a printing press attached to it, that the scholars may be able to express their thoughts in print.

HOLDERS OF STATE LIFE DIPLOMAS.

George Tait—Was born in the City of New York, A.D. 1831. Until the age of fifteen years, attended the Public Schools of New York. Subsequently, his parents removing to the State of Virginia, he was there prepared in private academies for admission to the University of Virginia, at which institution he graduated in 1851. Was first employed in the "Rappahannock Military Academy," near Fredericksburg, as teacher of Ancient and Modern Languages, and afterwards, in the same capacity, at the "Rumford Military Academy," near Richmond, Va. Arrived in California, October, 1853. In 1857, entered the School Department of this city as teacher of Evening Schools and Secretary of Board of Education. Was elected Principal of Denman Grammar School in 1858, and, in 1861, Superintendent of Public Schools. In 1866, he engaged in teaching the classical department of Oakland College School, and in June, 1867, was elected Principal of the State Normal School.

John C. Pelton—Was born in Madrid, Franklin County, Maine, in 1826. Was educated in the Franklin County Common Schools, at Farmington Academy, Maine, and Phillips Academy, Andover, Mass. Commenced teaching in North Livermore, Maine. Afterwards taught in Chesterville, Mount Vernon, Maine, South Braintree Grammar and High Schools, and at Andover, Mass. Came to California, 1849; established the first American Public School on the Pacific Coast. Since which time, he has been connected with various Public Schools in this city, served two terms as Superintendent Public Schools of San Francisco—first, in 1855–56; and second, commenced in July, 1865. Was Superintendent of State Reform School in 1863–64.

James Denman—Was born in the town of Neversink, New York; educated in public schools; graduated from the New York State Normal School in 1849. Engaged in teaching in the Poughkeepsie Academy; in a private school at New Hackensack; and in the Sullivan County Institute. Came to California in 1851, and immediately engaged in teaching in the "Happy Valley School," located on Minna street, near Second street, in which school he remained until 1857, when he resigned on account of ill-health and retired to a farm in Sonoma County, near Petaluma. In 1859, he returned to this city, and was elected City Superintendent of Public Schools for the term of two years. In 1861, he left California for a two years' visit to the Eastern States and Europe. In 1864, he was elected as Principal of the old "Happy Valley School," named after him the "Denman" Grammar School, in which position he is now engaged in teaching.

Ira G. Hoitt—Was born in Lee, N. H., in 1833; fitted for College at Phillips Academy, Exeter; entered Dartmouth College and worked his way through by his own exertions; graduated in 1860, and engaged as Principal of the Holliston, Mass., High School, where he remained two years, and then resigned to take charge of the Stoneham, Mass., High School. This position, at

the end of six months, was given up for the better position of Principal of the Marlborough, Mass., High School. In 1863, the Committee on English High School, Boston, tendered him the appointment of Assistant in that school. This position he resigned in 1864, for the purpose of coming to California. He was first elected Sub-Master of the Denman Grammar School; next, Principal of the Rincon Grammar School; and then Principal of the Lincoln Grammar School, which place he now holds.

Rev. Wm. H. Hill, City Superintendent of Sacramento, has issued the following circular instructions to the teachers of that city, and we commend them to the teachers of the State:

To the Teachers of the City Schools:—I have a few words of advice and directions to address to you on the subject of Punishments in the Schools. Rule XXXVII, to which your attention is particularly directed, is very explicit and plain, and informs you of the wishes and expectations of the Board of Education. Bearing it in mind, I have these suggestions to make in addition:

I.—On Corporal Punishment.

It is the intention of the Board, as well as the oft expressed wish of the Superintendent, that the infliction of Corporal Punishment should ever be kept down to its lowest possible minimum. All other punishments should first be tried, ever bearing in mind the plain instructions of Rule XXXVII. And here again, I reiterate the opinion so often advanced, that as a general rule, those schools in which there is the least of corporal punishment, there is the best order and discipline. The excessive use of the rod never fails, in my estimation, to ruin a school. Yet corporal punishment is sometimes necessary; and when you deem it your duty to inflict it, you will bear in mind and be governed by these suggestions:

1. Never punish in anger, or to excess.

2. Never strike the knuckles or back of the hand with a ruler.

3. Never strike the child on the head, with *any* instrument of punishment, nor even with the hand.

Consider these two last directions as positive prohibitions, no matter what the provocation may be.

4. Never exceed six blows with a ruler upon the palm of the hand.

Should the pupil refuse to hold out the hand, when you deem that the merited punishment, first warn him or her of the result of such disobedience if continued; and if there be persistence in the refusal, send the pupil home at once with a note to the parents, and report the case to the Superintendent, as one of suspension under the provisions of Rule X.

5. If the punishment be with a rod or switch, be careful that no blows are struck upon the head, or with such severity as to leave marks of violence upon the person. No pupil, who is deserving of so severe a punishment is fit to remain in the school, and you will suspend him or her as directed under the previous paragraph.

II.—Other Punishments.

These, with one exception, are left entirely to your own discretion. The exception is this: Some teachers, as a punishment, have often deprived a pupil of the whole of the recess prescribed by the rules. Physical injury has often been done to the children by such an injudicious punishment. That practice is positively prohibited in the future. If you deem it best, as a punishment, to deprive a pupil of his or her play or recreation, during recess, it may be done. But in all such cases, you will allow the delinquent five minutes of the shorter, and half an hour of the noon recess. All need at least

that much, and it must be granted to them. A refusal on the part of a teacher will be considered such a dereliction of duty as will call for an official interference on the part of the Superintendent.

Nor should a pupil be kept in after school hours, *as a punishment*, for a longer period than one hour.

Personal.—A. L. Fuller, a "professional" who holds a State Diploma, has been nominated for County Superintendent, in Alameda County.

S. McPherson, teacher of the public school at the New Almaden Mine, has been nominated for County Supt. of Santa Clara County.

Gen. O. H. LaGrange, of San Leandro, another of our "professionals," has received the nomination for District Attorney of Alameda County. General LaGrange was a good soldier, is a good teacher, and will make a District Attorney who will honor the office.

William White, of Watsonville, has been elected Principal of the San José High School. He holds a State Diploma, has proved a competent and successful teacher at Watsonville, and will organize a first class school in his new position.

Henry L. Oak, of Hayward's, one of our "professionals," has accepted the position of Assistant, in the Napa Collegiate Institute.

Dr. T. H. Rose, formerly of Benicia, a "professional" who holds a State Diploma, has been elected Principal of the Los Angeles Grammar School. A gentleman of fine culture, who has traveled extensively in all parts of the United States, he is eminently fitted for the position, and will make his school as popular as he himself is among his numerous friends.

John Yule has taken the school at Hayward's.

S. M. Shearer, of Gilroy, a "professional," has taken charge of the Grammar School at Mayfield. Mr. Shearer belongs to the "Old Guard," and will do his duty in his new position.

George W. Bunnell has resigned his position as Principal of the Latin High School, on account of ill health.

Mrs. Cooke has been elected Assistant in the State Normal Training School, in place of Mrs M. L. Swett, resigned.

Miss C. L. Wood has been elected Principal of the Tehama Primary School.

Miss Caroline Price, ex-Principal of the Powell St. Primary, formerly Principal of the Philadelphia Model School, has been elected Principal of the Grammar School at Oakland. She is a lady of fine attainments, who holds a State Diploma, and ranks among the best teachers in the State.

Miss Carrie J. Spooner, recently from New Bedford, Mass., has been appointed as Principal of the "Point School," Oakland, and Miss Susie Mowry, of the State Normal School, Assistant, in the same school. They are both good teachers. Our educational friends in Oakland are waking up.

H. R. Avery, Supt. of Contra Costa County, has been re-nominated for the same office. C. P. Bailey, Principal of the Monterey Public School, has been nominated for County Supt. on the Union ticket.

Miss Sarah H. Whitney, who has been for three years engaged in teaching

the Primary School at Monterey, has received an appointment in the City Schools.

George Brown, holder of a State Diploma, has been nominated for County Superintendent of Mariposa County. He is an earnest and capable teacher, and will make an efficient officer.

W. H. McFadden, holder of a State Certificate, has been elected Principal of the San Leandro Grammar School, vice Gen. LaGrange, resigned.

A.W. Brodt, of Tehama, holder of a State Diploma, has been elected Principal of the Petaluma Grammar School, *vice* E. S. Lippitt, resigned.

Rev. W. L. Jones has been re-nominated for the office of County Supt. of Humboldt County. He has held the office for two terms, and is an educated, competent, and popular officer.

Miss S. M. Gunn, a graduate of the Girls' High School, from the Rincon, has been promoted from the position of Grammar Assistant to that of Special Assistant in the Cosmopolitan School.

David E. Gordon has been re-nominated for the office of County Supt. of Trinity County. He has held the office two terms, and ought to hold it as long as he wants it, if a faithful discharge of duty is taken into consideration.

The Tehama Primary School House—a cut of which we gave in our last number—is situated on Tehama Street, between First and Second Streets. Work was commenced on it in July, 1866, and it was completed, January 1st, 1867. The building is arranged in the form of a cross; the main body is 52 feet front by 75 feet deep, the wings on either side being 29½ by 33 feet; the entire frontage is 111 feet. There is a basement under the entire building, divided in the center, forming two wet-weather play-rooms for boys and girls. The entrances are in the angles of the wings; two on the front, and two in the rear, approached by flights of granite steps. The principal story is fifteen feet high in the clear, with four rooms in the main building 24 by 31 feet, and one in each wing, 18 by 30 feet. The halls containing the stairways, are in the wings, extending through from front to rear, 9½ feet wide by 30 feet, with a corridor through the center from one to the other, 8 feet wide. The second story is 15 feet high in the clear, arranged in the same manner as the first floor, having two teacher's rooms, 9½ by 10 feet, over the front entrances. The third, or upper floor, is 13 feet high in the clear; the rooms in the front and wings are the same as below; the two rooms in rear of center, and the corridor, are thrown into one large room, forming an Assembly Hall 41 by 49 feet, with a dome skylight in the center. This story is built under a French or Mansard roof. The rooms are all amply lighted, and the building is thoroughly ventilated throughout. The structure has been erected in the most substantial and workmanlike manner; the walls are heavy and strong, and the materials are of the best quality, equal to those of any school house in the city. This building is one of the largest in the city, having 16 class rooms, and the large hall will accommodate 1,000 scholars. The whole cost, including fences, outbuildings, etc., was $28,300. S. C. Bugbee & Son were the architects. Messrs. Kimball Bros., the contractors.

Santa Clara School House.—The new school house at Santa Clara was opened on the evening of Aug. 2d, by an appropriate "house warming." Supt. Swett delivered an address, and remarks were made by Supt. Brierly, City Supt. Webber, Dr. Hamilton, Rev. Addison Jones, and Mr. Medon of the Board of Education. The house is of wood, planned by S. C. Bugbee, of San Francisco, and erected at a cost of $11,000. It contains seven class-rooms, and will accommodate 400 children. It is the neatest and best planned school house in the State, outside of San Francisco, with the exception of the Stockton Grammar School house. The Board of Education deserves great credit for its good judgment in building so fine a house, and the citizens, teachers, and pupils have reason to be proud of it.

San Jose School House.—The frame-work of this house is put up, and the building will be completed in December. It will cost $20,000.

Olima School.—Miss Bannister, Teacher. *Roll of Honor*—Elizabeth D. Randall and William Jewett.

San Francisco.—For the office of City Superintendent of Common Schools, three candidates are before the people: Ira G. Hoitt, Principal of the Lincoln Grammar School, nominee of the Union party; James Denman, Principal of the Denman Grammar School, nominee of the Democratic party: and John C. Pelton, present incumbent of the office, independent candidate, without regard to conventions or to party.

Holders of State Certificates.—All holders of State Certificates will confer a favor on the Superintendent of Public Instruction, by reporting to him the rate of salaries per month of service, by letter, as soon as practicable.

State Directory.—The State Superintendent desires to keep in his office, a permanent directory of all holders of State Certificates. The "Professionals" will confer a favor by notifying him of any changes of position.

Nominated.—Milton Wasson, a professional teacher, has been nominated for County Superintendent of Solano County; and J. W. Anderson, Principal of the Sotoyome Institute, Healdsburg, is the nominee of the Union party for County Superintendent of Sonoma County.

State Normal School.—In consequence of the great number of applicants, a new class has been formed in this school. Pupils from the interior counties will now be admitted on application.

The Metric System.—We have received from Taggard & Thompson, the publishers of "Eaton's Arithmetic," in a neat pamphlet form of twenty pages, a summary of the Metric System, prepared by H. A. Newton, Prof. of Mathematics, Yale College, which is to be published in the new edition of "Eaton's Arithmetics."

Prof. W. D. Alexander, President of Punahou and Oahu College, H. I.,

has been spending some weeks in California, greatly to the delight of his old friends; and those who have been so fortunate as to meet him for the first time always desire to be added to his list of friends. We have examined with much interest the last Catalogue of the Institute over which the Professor presides; containing, as it does, an account of the proceedings at the Quarter-Century Celebration, held at Punahou, June 15th, 1866.

REPORT OF STATE NORMAL SCHOOL FOR FOUR WEEKS, ENDING AUGUST 2D, 1867.

Whole No. of Males	16	Average daily attendance	90.3
Whole No. of Females	82	Percentage of attendance on average No. belonging	.945
Total No. enrolled	98	No. left	2
Average No. belonging	96		
Total No. instances of truancy	23		

REPORT OF TRAINING SCHOOL.

No. of days' attendance	3046	Total No. of boys and girls	182
No. of days' absence	143	Average belonging	159
No. of boys	64	Average attendance	152
No. of girls	118	Per cent. of attendance	.96

NEW BOOKS.—We have received the following new books:

THE WORKS OF HORACE MANN. In four volumes. Price $3.00 per volume. Published by subscription alone, for the editor, Mrs. Mary Mann.

The two first volumes of this series contain seven Lectures upon Education, and twelve Annual Reports made to the Board of Education, embracing all the important topics of education, forming a guide for the organization of Schools and thorough instruction in them, as well as for the action of State Governments. The third volume will contain Miscellaneous Lectures and Addresses: as, Thoughts for a Young Man; Powers and Duties of Woman; Effects of Intemperance on the Poor and Ignorant; Effects of Intemperance on the Rich and Educated; Inaugural Address at Antioch College; Demands of the Age on Colleges; First Baccalaureate Address at Antioch College; Address to the Students, or Code of Honor; Letter to a Law Student; Lecture on Knowledge, hitherto unpublished. The fourth volume will contain — Anti-Slavery Letters and Speeches; Lecture on Liberty, hitherto unpublished; Letter to Mr. Garrison, published only in the "Liberator." If the price of these volumes is inclosed to Mrs. Mary Mann, Cambridge, Mass., the books will be sent by mail, prepaid.

THE LAND OF THOR. By J. Ross Browne. Illustrated by the Author. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 542.

Whatever concerns the Russian Empire is of special interest to American readers now, and therefore the republication of the papers of this volume is very timely. Readers of "Harper's Magazine" always turn, or ought to turn first of all to Ross Browne's contributions therein; and they will welcome the appearance of this volume, because they *know* its value. Persons who are not readers of "Harper," are hereby informed that the social life and the natural scenery of Russia, Sweden, Norway and Iceland, are inimitably portrayed in "The Land of Thor."

THE CRITTENDEN COMMERCIAL ARITHMETIC AND BUSINESS MANUAL. Designed for the use of Merchants, Business Men, Academies, and Commercial Colleges. By John Groesbach, Consulting Accountant, Principal of Crittenden's Philadelphia Commercial College. Abridged Edition. Philadelphia: E. C. & J. Biddle. San Francisco: H. H. Bancroft & Co. pp. 216.

We commend this little book to every teacher in the State, who wishes to acquire a thorough knowledge of business transactions. It contains an amount of valuable information upon the subjects treated, which is really surprising, and in this respect has no peer among the works designed to occupy a similar place. It is *worth* fifty dollars a copy, but we presume Mr. Bancroft will sell it to any meritorious teacher for a dollar and a half, or thereabouts.

BENCH AND BAR: A complete Digest of the Wit, Humor, Asperities and Amenities of the Law. By L. J. Bigelow, Counselor at Law. With Portraits and Illustrations. New York: Harper & Brothers. San Francisco: A. Roman & Co. pp. 356.

This book could not fail to be an amusing one. Saying nothing of the portraits and illustrations, (of which the less said the better) the selection of stories is well made; the facts concerning the Chancellors and Chief Justices are concisely stated, and the general style in which the work is published leaves little to be desired.

NEIGHBORS' WIVES. By J. T. Trowbridge. Boston: Lee & Shepard. San Francisco: A. Roman & Co. pp. 318.

We had heretofore supposed New England to be a paradise wherein no serpent ever entered; but either our supposition is incorrect, or Mr. Trowbridge has made a story out of sheer imagination, having no facts to base it upon. There are some shrewd delineations of rural character in this book, but on the whole we cannot recommend our readers to spend much time over its pages.

DOMBEY AND SON. By Charles Dickens. With original Illustrations, by S. Eytinge, Jr. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 501.

No. 6 of the "Diamond Dickens:" sixteen Illustrations, among which one is Capt. Cuttle, and another the extraordinary Bunsby; the former alone in his glory, and the latter, alas for him! accompanied by Mrs. Macstinger. We vote for the "Diamond Dickens" every time.

CURIOUS MYTHS OF THE MIDDLE AGES. By S. Baring Gould. Boston: Roberts Brothers. San Francisco: A. Roman & Co. pp. 255.

This book is a good one to have. It tells of the Wandering Jew; Prester John; The Divining Rod; The Seven Sleepers of Ephesus; William Tell; The Dog Gellert; Tailed Men; The Man in the Moon, etc., etc. The paper on "Fatality of Numbers" is of interest to mathematicians, and the other papers are of interest to everybody else.

LIBER LIBRORUM: Its Structure, Limitations and Purpose. A Friendly Communication to a Reluctant Skeptic. New York: Charles Scribner & Co. San Francisco: A. Roman & Co. pp. 232.

A book which is immensely inferior to "Ecce Homo" or "Ecce Deus," and in our judgment not adapted for general circulation as likely to be of extended interest or benefit.

Practical Hints on the Art of Illumination. By Alice Donlevy. New York: A. D. F. Randolph. San Francisco: C. Beach. pp. 78.

We can fancy the wonder with which the San Francisco Gas Company's operatives would regard this very beautiful volume, devoted as they would naturally imagine to the theory of the art to which their daily labors are devoted. But the operatives would be disappointed. It is not a treatise on anything pertaining to their life-work. It comes rather to assist students of the art so much cultivated in the middle ages by monks in their cells, who devoted years to the adorning of precious manuscripts with delicate or gorgeous designs. The taste for the beautiful in this art seems to be reviving, and this book is the first really practical work on the subject which has come before the American public, so far as we know. We commend it to our lady friends, who may find in its pages many simple directions which may be made available in awakening a sense for the beautiful among their pupils, as well as in making some of their own weary hours pass more rapidly.

College Life: Its Theory and Practice. By Rev. Stephen Olin, D.D., LL.D., late President of the Wesleyan University. New York: Harper & Brothers San Francisco: A. Roman & Co. pp. 239.

This book contains seven Lectures to Students on College Life, and four Baccalaureate Discourses. They are grave in tone, fatherly in counsel, thoroughly safe in their teachings. Young men will do well to read carefully what President Olin thought of their position in the forming years of character.

Thackeray's Lectures. The English Humorists—The Four Georges. Complete in one volume. New York: Harper & Brothers. San Francisco: A. Roman & Co. pp. 449.

Here are eleven Lectures, delivered in Europe and America, to thousands of people, by one whose memory is becoming dearer to men as the years pass on. The eighteenth century is photographed, and the portraits are bound in one volume, easily procured, and thoroughly worth procuring.

A Painter's Camp. By Philip Gilbert Hamerton. In three Books. Book I. in England, Book II. in Scotland, Book III. in France. Boston: Roberts Brothers. San Francisco: H. H. Bancroft & Co. pp. 348.

We have no fault to find with this book, except that it is too short. It is pleasant to meet a quiet, genial artist, and hear his story of every day thought: what he saw, and how things seemed to him. Mr. Hamerton is such an artist. Americans have not time to bestow on such pursuits; but we look forward to a period when even here there may arise a class of cultivated men for whom it shall not be impossible to give a year or two now and then to country living, and afterwards to tell the story in a simple way.

Early and Late Papers, Hitherto Uncollected. By William Makepeace Thackeray. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 407.

Between twenty and thirty papers are collected in this welcome volume; each one of them bearing the impress of Thackeray's spirit. Some of them form very quiet reading, and others are so extravagant as to make the reader's

eyes open very widely. Everybody who has entered at all into the world which Thackeray so keenly studied, will value even such minor productions of his as this book contains.

Book II. Belles Lettres. By Augustus Layres, Professor of various Languages, Rhetoric and Sciences. San Francisco: A. Roman & Co. pp. 240.

Since the terrible communication of Prof. Layres in the July number of the Teacher, concerning the notice of his first book contained in the June number, our book editor has been in a marked state of depression. He has cut the word "abstruse" from the office copy of Webster's Unabridged, and has apparently resolved to use only the mildest, simplest, plainest and most favorable terms in his notices of books published in California, by California authors. He declares, however, that this condition of mind does not influence him in the least in rendering a favorable opinion in respect of the "Book II. Belles Lettres," which the Professor has courteously placed at his disposal, and which the aforesaid book editor considers infinitely superior to the "Elements of Composition." In Book II. the Professor compels admiration. He brings forth from his varied stories of learning "things new and old," and the things new are worth knowing. He has gone to the beginning of things. His "Explanation of Journalism" is admirable. We ask the teachers of the State to give the book a thorough examination.

En Avant, Messieurs! Being a Tutor's Counsel to his Pupils. By the Rev. G. H. D. Mathias, A.M., late Fellow of King's College, Cambridge. Philadelphia: J. B. Lippincott & Co. San Francisco: H. H. Bancroft & Co. pp. 279.

This is a pleasant little book, likely to be of service not only to English students, but to many American youths. It consists of twenty-three papers, of varying value. "On the Study of Language," and "On English Composition," for example, are of much greater interest to us than "On entering the Army." "How to make History interesting," is hardly more important, however, than "How to give Money away." Perhaps our teachers would like better to have some instructions "How to get Money to give away;" but on this our Tutor is silent. On the whole, we are glad the book has been republished.

Confucius and the Chinese Classics: or Readings in Chinese Literature. Edited and compiled by Rev. A. W. Loomis. San Francisco: A. Roman & Co. pp. 432.

This book has come to hand so recently and is so evidently worthy of more extended notice, that we reserve for our next number a careful consideration of its contents. Meantime we can assure our readers that they can find no better investment than to secure a copy of "Confucius," not only because of its intrinsic merit, but because it is the first book printed from stereotype plates on this coast; and its general appearance is of the most superior class of publications.

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Medium of Reply

To any further attacks which our slightly nervous neighbors may see fit to make upon us. As we cannot, of course, foresee what they will have to say, we ask the Public to suspend judgment in such case until they can hear our side of the story, which will appear, without fail, in the next ensuing number of the "Publishers' Official Organ," for which address

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As a department of the College of California, this School offers a thorough preparation for the college course. It also offers unusual advantages of instruction and mental training to young men desiring a liberal, though not classical education.

The School is thoroughly graded, and comprises three departments: a Junior Department, Senior Classical, and Senior English. The Senior English course embraces a wide range of studies suitable for those who desire to receive a liberal education for science or business. Besides the usual higher English branches, much attention is paid to Surveying and Civil Engineering, which are taught practically in field excursions; also to Book-keeping and whatever pertains to actual business.

The students have their home with the Principal and teachers, and are under their constant care and guardianship.

The younger boys enjoy additionally the special oversight and care of matrons. The growth of the institution has enabled its conductors rapidly to perfect its appointments.

The next term will commence July 24th.

Circulars may be obtained by addressing

Rev. I. H. BRAYTON, Principal.

STATE NORMAL SCHOOL.

The Tenth Term of the State Normal School opened on MONDAY, JULY 8th, 1867, and will close on the 10th of December next.

Regulations of the California State Normal School,

Adopted by the Board of Normal School Trustees, March 28th, 1867.

1. All pupils, on entering the School, are to sign the following declaration of intention:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

Male candidates for admission must be at least eighteen years of age; and female applicants at least fifteen years of age; and all must possess a good degree of physical health and vigor.

2. No person whose age exceeds thirty years shall be admitted to the School, except teachers who are fitted to enter the senior class.

3. Whenever the number of applicants from any county shall exceed the number to which that county is entitled by law, the applicants shall pass a competitive examination before the County Superintendent, and the County Board of Examination; which examination shall be conducted in the same manner as county examinations for third grade teachers' certificates. The persons passing the highest examination shall be eligible to admission in the order of their standing in examination.

4. All applicants are required to present letters of recommendation, and certificates of good moral character, from the County Superintendent of the county in which they reside.

5. All new applicants shall present themselves for examination at least three days previous to the regular day of each term commencement; and no pupil shall be admitted during term-time, except in the case of teachers who hold at least second grade State or county certificates.

6. The Principal of the School shall keep a register of the attendance of pupils, and shall report monthly, to the Secretary of the Board, the whole number enrolled, the average number belonging, the average daily attendance, the per centage of daily attendance, and such other statistics as may be required by the Executive Committee of the Board.

7. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one term of five months.

8. The Normal School shall be divided into three classes: Sub-Junior, Junior, and Senior.

9. All teachers in the State Normal School are required to remain on the school premises during the intermission from 12 to 1 o'clock, for the purpose of exercising a proper supervision over the pupils, and the Principal is required to make a monthly report to the Board, of the attendance, tardiness and absence of the State Normal School Teachers.

COURSE OF STUDY, THIRD CLASS.

Arithmetic.—"Eaton's Common School," to Percentage.

Eaton's Intellectual, complete.

Drill Exercises on slate and blackboard, in the elementary rules, five minutes a day. Particular attention given to neatness of blackboard work.

Geography.—Clarke's Geography, section relating to the Pacific States. Use of the Globe in Primary schools, illustrated. Elementary Map Drawing for Primary schools, illustrated. Exercises in local Geography.

Grammar.—Greene's Introduction. Weekly *ex tempore* composition on topics assigned by the teacher in connection with object lessons.

Boyd's Rhetoric.—Second Term.

History of United States.—Quackenbos', to Part Fourth.

Reading.—Willson's Fifth Reader, alternating with spelling. Daily drill of five minutes on the elementary sounds, from Willson's charts, and vocal exercises as specified in the State course of study.

Penmanship.—Exercises in blank books, illustrating principles, twice a week, thirty minutes each time. Also exercises on the blackboard by the whole class.

Drawing.—Exercises on blackboard in printing and drawing, twice a week, illustrating exercises suitable for Primary schools.

Calisthenics and Gymnastics.—Use of Mason's Manual; daily exercise of five minutes; the pupils required to take turns in leading the class.

Object Teaching.—Sheldon's Elementary Instruction.

Moral Lessons.—Cowdery's Lessons, twice a week, conducted by pupils in rotation.

General Exercises.—Half an hour each day must be devoted exclusively to methods of teaching, and exercises relating to the State course of study for the sixth, fifth, and fourth grades, and to the State Training School.

JUNIOR CLASS.

Arithmetic.—Eaton's Common School, completed.

Algebra.—Robinson's Elementary, begun.

Grammar.—Quackenbos', begun. Exercises in *ex tempore* compositions on assigned topics, once in two weeks. Exercises in writing, folding, and addressing a letter. Compositions on subjects selected by the pupils once a month.

Boyd's Rhetoric.

Geography.—Guyot's Common School. Exercises in Map Drawing, and use of the Globe.

Physiology.—Hooker's, begun; second term.

History of United States.—Quackenbos', completed; first term.

Reading.—Russell's Vocal Culture, alternating with Willson's Speller. Vocal exercises adapted to the State course of study.

Methods of Teaching.—Half an hour daily to be devoted exclusively to the art of teaching. *Sheldon's Elementary Instruction*, used as text-book. Page's Theory and Practice, read in the second term. State Course of Study for third and second grades. Use of Willson's Charts.

Calisthenics.—Mason's Manual. Daily exercise of five minutes, conducted by pupils in rotation.

Penmanship.—Exercises on slate, blackboard, and paper, adapted to second and third grade classes.

SENIOR CLASS.

Arithmetic.—Eaton's Higher, alternating with Algebra.

Algebra.—Robinson's Elementary, alternating with Arithmetic.

Grammar.—Quackenbos'.

Rhetoric.—Boyd's.

Natural Philosophy.—Quackenbos'.

Physiology.—Cutter's Larger, completed, and studied in connection with the manikin.

Botany.—Second term; Gray's.

Normal Training.—Russell's.

Vocal Culture.—Russell's and Murdock's, completed, alternating with spelling.

Physical Geography.—Guyot's Wall Maps; second term.

Penmanship.—Twice a week.

Methods of Teaching.—State Course of Study. Rules and Regulations. Use of State Registers. School Law. Half an hour each day to be devoted exclusively to Methods of Teaching, and School Management.

General Exercises.—Select Readings; Declamations, and reading of Compositions weekly in each class room on Friday, and monthly as a general exercise for the whole school. Exercises in free Gymnastics, with dumb bells, rods and rings, etc., daily, fifteen minutes.

Training School.—Pupils shall be detailed to teach in the Training School, one week at a time, in the following order: Two from the Senior Class, and two from the Junior Class, detailed each week in alphabetical order.

Two pupils each day shall be detailed from the Sub-Junior Class to visit the Training School and observe Methods of Teaching. The Principal of the Normal School shall visit the Training School half an hour daily to observe the methods pursued by the pupil teachers.

The Assistant Teachers in the Normal School shall visit the Training Classes at least once a week, for a time not less than one hour each visit. The credits obtained in the Training School shall be kept by the Principal of the State Normal School in a record separate from the term record of the pupils, and shall form an important part of the graduating standard.

BOOKS FOR CALIFORNIA.

EATON'S ARITHMETICS.

PHILADELPHIA, May 9th, 1866.

At a meeting of the Controllers of Public Schools, First District of Pennsylvania, held at the Controllers' Chamber, May 8th, 1866, the following Resolution was adopted:

RESOLVED, THAT EATON'S ARITHMETICS BE INTRODUCED TO BE USED IN THE PUBLIC SCHOOLS OF THIS DISTRICT.

From the minutes. HENRY W. HALLIWELL,
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WITH THEIR RESIDENCE, AND POSITION IN THE DEPARTMENT OF INSTRUCTION.

NAME.	RESIDENCE.	POSITION.
Bradley, Theodore	San Francisco	Principal Boys' High School.
Brown, George	Hornitos	" Grammar School.
Brown, F. R.	Sutter Creek	" " "
Carlton, H. P.	San Francisco	Assistant State Normal School
Clark, Miss H. M.	" "	" Rincon Grammar "
Cummings, C. C.	Ukiah	Supt. Mendocino County.
Denman, James	San Francisco	Principal Denman Gram. School.
Harlow, James	Bloomfield	Public School.
Holmes, Abira	" "	
Holmes, Ellis H.	" "	Principal Girls' High School.
Holbrook, T. W. J.	" "	Sub-Master Lincoln Gram. Sch.
Hoitt, Ira G.	" "	Principal Lincoln Gram. School.
Houghton, Miss E. W.	" "	Assistant State Normal School.
Knowlton, Ebenezer	" "	Principal Rincon Gram. School
Leonard, T. C.	" "	Teach. Math. Boys' High School.
Littlefield, J. D.	" "	Sub-Mast. Union Gram. School.
Mack, George C.	Binghamton	Public School.
Morrill, Joseph C.	San Francisco	Prin. Industrial School.
Morris, George F.	Red Bluff	Grammar School.
Myrick, Thomas S.	San Francisco	Principal Union Gram. School.
McChesney, J. B.	Nevada	Principal High School.
Nutting, H. N.	Redwood City	" Grammar School.
Pelton, John C.	San Francisco	City Superintendent.
Rowell, W. K.	" "	Principal Latin School.
Sibley, J. M.	" "	Assistant Boys' High School.
Simonton, G. W.	Vallejo	Superintendent Solano County.
Stone, D. C.	Marysville	Principal Grammar School.
Stratton, James	San Francisco	" Washington Gr. Sch.
Swett, John	" "	Supt. Public Instruction.
Swett, Mrs. M. L.	" "	Assist. State Normal School.
Tait, George	" "	Principal State Normal School.
Taylor, Robert	Kelsey	Grammar School.

LIST OF HOLDERS OF STATE EDUCATIONAL DIPLOMAS,

WITH THEIR RESIDENCE AND POSITION IN THE DEPARTMENT OF INSTRUCTION.

NAME.	RESIDENCE.	POSITION.
Ashley, Julia V.*	Martinez	Grammar School.
Anderson, J. W.	Healdsburg	Sotoyome Institute.
Allen, L. D.	San Francisco	Asst. Spring Valley Gram. Sch.
Allen, R. H.	Chico	Supt. Butte County.
Ames, C. G.	Santa Rosa	" Sonoma County.
Atwood, Mrs. C. L.	San Francisco	Asst. Boys' High School.
Ayer, Isaac	San Andreas	Law Office.
Abbott, Warren	Pacheco	Public School.
Bailey, C. P.	Monterey	Public School.
Bagnall, John	San Francisco	
Beales, Mrs. C. R.	" "	Asst. Girls' High School.
Bissell, J. A.	Sacramento	Public School.
Brierly, John R.	San José	Supt. Santa Clara County.
Brodt, A. W.	Petaluma	Prin. Grammar School.
Campbell, F. M.	Oakland	College of California.
Casebolt, Miss M. A.	San Francisco	City School.
Clapp, Mrs. L. A.	San Francisco	Denman Grammar School.
Clark, Mrs. Dorcas	Petaluma	Private Seminary.
Clark, Miss M. E.	San Francisco	City College.
Clarke, L. P.	Santa Rosa	County School.
Cottle, Melville	Stockton	Supt. San Joaquin Co.
Childs, C. W.*	Placerville	Nominee for Co. Superintendent.
Desty, Robert	San Francisco	West End School.
Deal, M. S.	Nevada	Supt. Nevada Co.
Dodge, Wm. C.	Oakland	College School.
Du Bois, Mrs. A. E.	San Francisco	City Training School.
Eaton, Emily F.	" "	Lincoln Grammar School.
Flood, Noah F.	Downieville	Principal Grammar School.
Fuller, A. L.	San Lorenzo	Public School.
Gatch, F. M.	Portland, Oregon	Seminary.
Gates, Freeman	San José	Principal San José Institute.
Gough, H. D.	Santa Clara	
Granger, W. N.	Marysville	Asst. Grammar School.
Goodrich, A. H.	Colfax	Pr. Gram. School.
Higbie, Alfred	Napa	Supt. Napa Co.
Hoitt, Mrs. Ira G.	San Francisco	Asst. Lincoln Grammar School.
Humphrey, E. D.*	" "	Principal Mission Gram. School.
Hunt, Carrie L.	" "	Market Street School.
Howe, H. H.	Sacramento	Principal Grammar School.
Howe, J. M.	"	Public School.
Harris, Mary R.	San Francisco	Private "
Kennedy, Miss Kate	" "	Princ. North Cos.
Kennedy, J. G.*	Santa Clara	Public School.
Kellogg, Prof. Martin.	Oakland	College of California.
Lippitt, Rev. E. S.	Petaluma	Not Teaching.
Loomis, Miss A.	Stockton	Assistant Grammar School.
Lucky, Prof. W. T.	Alameda	Private Seminary.
Mann, A. L.	San Francisco	Latin School.
Makinney, H. E.	Santa Cruz	Principal Grammar School.

* Graduates of Cal. State Normal School.

NAME.	RESIDENCE.	POSITION.
McBride, H. E. *	San Francisco	Sub-Mast. Wash'ton St. Gr. Sch.
McFadden, Miss A	Green Valley	Public School.
McKenzie, Miss Maggie	San Francisco	Asst. Girls' High School.
Morse, A., Jr	Grass Valley	Public School.
Nicholson, Thomas	San José	Willow Glen.
Prior, Philip	San Francisco	Lincoln School.
Penwell, S. A	Placerville	County School.
Powell, Howell *	Clayton	" "
Price, Caroline	Oakland	Public School.
Prescott, Miss D. S	San Francisco	Asst. Washington Gram. School.
Preston, E. M	North San Juan	Grammar School.
Randall, A. H	Stockton	Principal Grammar School.
Reed, L. W	San Francisco	City College.
Rosseau, E	Sacramento	County School.
Rose, T. H	Los Angeles	Principal Grammar School.
Sanders, W. A	Shasta	" " "
Schellhous, E. J	Chico	Principal Grammar School.
Smith, Annie	Sacramento	Public School.
Smith, W. A. C	St. Helena	" "
Smith, Sparrow	Sacramento	Mercantile Business.
Stone, T. N	Yreka	Supt. Siskiyou Co.
Stone, H. P	Soquel	" Santa Cruz Co.
Stone, Mrs. B. H	Yreka	Asst. Grammar School.
Shipley, J. C. *	San Francisco	" Industrial "
Steel, T. H	Yuba County	Public School.
Stout, Mrs. C. H	San Francisco	Principal Training School.
Stincen, Mary A	" "	Public School.
Swezey, S. I. C	" "	Editor California Teacher.
Sumner, J. H	" "	Sub-Master Mission Gram. Sch.
Townsend, Dennis	Volcano	Public School.
Templeton, M. L	Sacramento	High "
Thurston, E. T	Georgetown	Public "
Upham, Isaac	Oroville	Principal Grammar School.
Winn, A. T	Oakland	College of California.
White, William	San José	Principal High School.
White, Silas A. *	San Francisco	Principal Shotwell St. School.
Willard, Miss H. A	" "	Asst. Lincoln School.
Wilkinson, Warring	" "	Princ. Institut'n Deaf, Dumb and [Blind.
Walker, C. H	Ione Valley	
Welch, B. F	Grass Valley	Principal Grammar School.

* Graduates of Cal. State Normal School.

FIRST GRADE STATE CERTIFICATES.

THE FOLLOWING IS A COMPLETE LIST OF THE HOLDERS OF FIRST GRADE CERTIFICATES, WITH THEIR PRESENT RESIDENCE AND POSITION.

NAME.	RESIDENCE.	POSITION.
Andrews, Julia M.....	Auburn.....	Public School.
Aldrich, Abby F.....	San Francisco.....	Union Grammar School.
Bailey, Adelaide G....	Santa Cruz	
Barnes, Mary.....	Petaluma.....	Petaluma Grammar School.
Brigham, Julia P.....	Santa Clara.....	Public School.
Burrowes, Caroline F..	Centerville.....	Public School.
Broadbent, E. *.....	Grass Valley.....	Public School.
Baldridge, Miss D. S..	Mission San José..	" "
Bragg, Mary J.....	San Francisco.....	" "
Bouton, Samantha	Napa.....	" "
Bevans, Maggie E.*...	San Francisco	City School.
Carey, Susie*.....	San Francisco.....	Head Assist. U. Gram. School.
Comstock, Bertha*....	" "	Lincoln School.
Chalmers, Miss A. B..	" "	Hyde Street Primary.
Clark, Miss S. H.....	" "	Rincon School. *
Cummings, Miss C. A.*	" "	Union Street School.
Crowhurst, W.....	Plumas County.....	Public School.
Chase, Carrie M. *....	San José.....	San Jose Institute.
Davis, Sadie *.....	San Francisco.....	Fourth Street School.
Deane, Mrs. Margaret..	" "	Private School.
Evans, Ellen A.....	Shasta	Public School.
Field, Carrie P. *.....	San Francisco.....	Spring Valley Grammar School.
Fink, Miss P. A.*.....	" "	Principal S. V. Primary School.
Fernald, Miss L. O...	Santa Cruz.....	Public School.
Garbrick, N. B.....	San José.....	" "
Gay, Milus.....	" "	" "
Gillespie, E. J.....	Sonoma County....	" "
Gray, John C.....	Butte County.....	" "
Gregory, Susan F.....	Sacramento	" "
Hall, Annie J.....	San Leandro.....	County School.
Holden, W. W.....	Alameda.....	Public School.
Hoyt, Mary E.....	Los Angeles.....	Principal Grammar School.
Huntley, O. H.....	New Almaden.....	Public School.
Huntington, Mrs. E. N.	San Francisco.....	Tehama School.
Hubbard, Minnie E....	Nevada	Public School.
Hopkins, A. S.....	Bloomfield.....	" "
Houghton, Geo. E.....	San José.....	San José Institute.
Hurlburt, Isaiah.....	Centerville.....	Public School.
Howe, Converse.....	Sacramento	County School.
Jackman, L. H.....	Sacramento	Public School.
Joy, Mary E.....	"	" "
Johnson, J. G.....	"	" "
Jewett, Annie S. *....	San Francisco	" "
Jewett, Lizzie B. *....	San Francisco.....	Lincoln School.
Jewett, Susie N.....	Nevada.....	Public School.
Kennedy, W. W.....	San José	Willow Glen School.
Kennedy, J. F. *.....	Mountain View....	Public School.
Kennedy, J. P.....	Alameda County...	County School.

* Graduates of Cal. State Normal School.

NAME	RESIDENCE	POSITION.
Kirkpatrick, J. M.....	.....	
Kincaid, Mrs. M. W...	San Francisco.....	Public School.
Louttit, J. A.*.....	Brooklyn	Prin. Grammar School.
Ludlum, Mrs. E. M....	San Francisco	City School.
Lewis, Miss Clelia M.*	"	City School.
Lewis, Matilda.....	Oakland	Oakland Seminary.
Lyser, Albert	Alameda	County School.
McDonald, A. H.....	Placerville	Grammar School.
McFadden, W. M.....	San Leandro	"
McGlashan, Miss M....	Placerville.....	"
Morse, Le Grand.....	Mendocino	Public School.
Moulton, Proctor.....	.....	"
Miller, Horace.....	Grass Valley	Public School.
Millette, P. C	Santa Rosa....	"
Morgan, Mary J.*....	San Francisco .	Assistant Shatuck School.
Moore, John A.....	Martinez.....	Principal Grammar School.
Mergerlee, L. J.*	Santa Clara.....	University of the Pacific.
Olinger, A. F.*	Napa	County School.
O'Neal, O. H	Santa Rosa.....	Principal Grammar School.
Oak, Henry L.....	Napa.....	Asst. Napa Institute.
Owens, Nellie M.*....	Brooklyn	Primary School.
Peck, A. W.....	Benicia	Public School.
Pearson, D. C	Eureka.....	Principal Grammar School.
Pearson, Sarah R	Fairfield	Public School.
Rackliffe, Levi.....	Sonoma Co.....	"
Ralph, M. A.....	Sonora	"
Ritchie, Mary J.....	San Francisco	Lincoln School.
Rooker, Lewis C.	Lake Port	"
Sanders, Mary E. ...	Sacramento	Public School.
Sattelee, Hiram	San Francisco ..	Pacific Street School.
Scott, William R.	Gilroy.....	Public School.
Stevens, S. C.....	Butte County..	"
Shearer, S. M.....	Mayfield	Principal Grammar School.
Smith, Mrs. Arpha A.	.....	"
Smith, P.....	Sacramento	"
Smith, Joseph	San Francisco ..	Pacific Street School.
Smith, Flora E.*	Alameda.....	Encinal.
Stinceu, Alice M.....	Sacramento	Public School.
Templeton, Laura S...	Sacramento	"
Tibbey, Emily M.	San Francisco.....	City School.
Van Sciaick, L. H...	Santa Clara.....	University of Pacific.
Wallace, Mrs. L. W. D.	San Francisco	Public School.
Warren, C. G.....	Bangor	"
Warren, R. B.....	Jackson	"
Wells, J. H.	Fourth Crossing ...	Supt. Calaveras Co.
Williamson, Mrs. E. A	Los Angeles	Public School.
Wright, Mrs. E.....	Redwood City	"
Wilkins, Julia.....	Wilmington	"
Woods, M. A.....	Cache Creek	Supt. Yolo Co.
Wood, Mrs. E. A.....	San Francisco	Prin. Tehama Prim. School.
Yule, John.....	Hayward's	County School.

* Graduates of Cal. State Normal School.

SECOND GRADE STATE CERTIFICATES.

LIST OF THE HOLDERS OF SECOND GRADE STATE CERTIFICATES, WITH THEIR PRESENT RESIDENCE AND POSITION.

NAME.	RESIDENCE.	POSITION.
Ashbrook, M. V.*	Walnut Creek.....	Public School.
Baldridge, Miss S. D..	Mission San José....	Public School.
Ball, Miss Mary.....	Chico.....	Public School.
Barker, Miss Sarah K.	.....	
Bannister, Miss M. E..	Santa Clara.....	
Boynton, Geo. F.....	.....	
Bowen, Miss Clara C..	.....	
Braly, Mrs. M. J.....	.....	
Bigsby, Emma*.....	Sonoma Co.....	Public School.
Batchelder, H. T.....	Butte.....	County School.
Burke, Miss Ella R...	Sacramento.....	City School.
Burke, Miss Evelyn E.	Sacramento.....	City School.
Campbell, Amy T.* ...	San Francisco.....	Greenwich Street School.
Campbell, Cornelia E.*	San Francisco	Cosmopolitan.
Carswell, Abby A.* ..	Stockton	City School.
Cameron, Miss A. S.*.	San Francisco.....	Third Street School.
Crocker, Miss L. H...	.....	
Chapman, Miss E. M.*	Sonoma Co.....	Public School.
Clayton, Kate J.*	Santa Clara.....	Public School.
Davies, Mrs. Melvina..	San Francisco.....	Private School.
Doud, Miss Nettie*...	San Francisco.....	Denman School.
DeGroot, George M. ..	Pescadero	Public School.
Elmore, Miss H. M ...	Watsonville.....	Assistant Grammar School.
Estabrook, Miss M. H.*	San Francisco.....	Montgomery Street School.
Estabrook, Hattie J.*.	San Francisco.....	Private School.
Flint, Almira T.*.....	San Francisco	Denman School.
Flood, Mrs. C. F. S.* .	Downieville.....	Assistant Grammar School.
Frissell, Miss Sarah E.*	San Francisco.....	Eighth Street School.
Fry, William H.....	Solano.....	County School.
Featherly, Henrietta* .	San Francisco.....	City School.
Garrison, Gazina*.....	San Francisco.....	
Greer, Miss Jane E.*..	Redwood City.....	Public School.
Gregory, Sophia P....	Sacramento.....	Public School.
Gummer, Lillie A.*...	San Francisco.....	Denman School.
Gibbons, Anna*.....	San Francisco.....	City School.
Grant, Ellen G.*.....	San Francisco.....	City School.
Germain, Clara*.....	.....	
Gray, Anna L.*.....	San Francisco.....	City School.
Hancock, Geo. H.....	.....	
Hall, Miss Mary E.* ..	Los Angeles.....	
Hall, Maggie J.....	San Francisco	Lincoln School.
Holmes, Annie M.* ...	San Francisco.....	Denman School.
Harrington, Miss Mary	Watsonville.....	Primary School.
Hampton, Mrs. M. G.*.	Brooklyn.....	Public School.
Heydenfeldt, Mary G.*	San Francisco.....	Normal Training School.
Ingraham, Mrs. R. F..	San Francisco.....	Primary School.
Jenner, Charles K....	Healdsburg	
Jordan, Maggie L.* ..	San Francisco.....	Market Street School.

* Graduates of Cal. State Normal School.

NAME.	RESIDENCE.	POSITION.
Jourden, Annie M.*	San Francisco	Fourth Street School.
Kimball, Miss A. L.*	San Francisco	Protestant Orphan Asylum.
Kennedy, Annie E.*	Placerville	City School.
Littlefield, Nellie A.*	San Francisco	Market Street School.
Metcalf, Mary F.*	San Felipe	County School.
Merry, D. B		
Miller, Sarah E.*	San Francisco	Cosmopolitan School.
Morgan, Lizzie A.*	San Francisco	Tehama School.
Murphy, Miss Mary	San Francisco	Spring Valley School.
Moulthrop, Miss M. S.*	San Francisco	City School.
McGlashen, C. F	Placerville	County School.
Norton, Miss Mary J.*	San Francisco	Public School.
Newell, Lissie A.*	Sonoma County	County School.
Nichols, Miss F. A. E.*	San Francisco	City School.
O'Connor, Joseph	San Francisco	Private School.
O'Connor, Miss M. E. *	San Francisco	Mission Grammar School.
Oliver, Sarah J. K	San Joaquin Co	County School.
Pascoe, Mary *	San Francisco	Tehama Street School.
Palmer, Phœbe	San Francisco	
Perkins, Mary	San Francisco	Pupil State Normal School.
Piper, Frances B.*		
Powell, Geo. E		
Porter, Sarah J	Coloma	County School.
Rodgers, Arthur*	Santa Clara	County School.
Royce, Mary E		
Royce, Mrs. S. E		
Roberts, Ella A.*	San Francisco	
Sheldon, Jennie	San Francisco	San Bruno School.
Soule, Maria L.*		
Soule, Fanny *	San Francisco	Greenwich Street School.
Stone, Carrie O	Marysville	Public School.
Simon, Frances*	San Francisco	" "
Spooner, Carrie J	Oakland	City School.
Smith, Grace*	San Francisco	Cosmopolitan.
Taylor, Valeria M	Solano Co	Public School.
Tracy, Thos. G	Fort Gaston	Lieut. 9th Infantry, U. S. A.
Trowbridge, N. S.*		
Thomas, Mrs. S. D	Chico	Public School.
Varney, Mrs. E	San Francisco	Public School.
Wade, Margaret*	San Francisco	Rincon School.
Wells, Mrs. Laura H	Sacramento	City School.
White, Elizabeth *	San Francisco	Public School.
Williams, Miss S. A		
Wright, Ada E.*	San Francisco	Pupil State Normal School.
Williams, Mary E.*	San Francisco	Public School.
Whitney, Sarah H	San Francisco	City School.
Yeckley, R. D. H	Sacramento	County School.
Youngberg, Mary*	San José	Public School.

* Graduates of Cal. State Normal School.

LIST OF COUNTY SUPERINTENDENTS WHOSE TERM EXPIRES MARCH, 1868.

Counties.	Name of Superintendent.	Post Office Address.	Copies of Cal. Teacher sent to	
			Dist. Clerks.	Dist. School Librar's
Alameda	Rev. Chas. E. Rich.	Alameda	27	27
Alpine	L. S. Greenlaw	Markleeville	5	5
Amador	Rev. S. G. Briggs	Jackson	27	27
Butte	R. H. Allen	Chico	34	34
Calaveras	J. H. Wells	Fourth Crossing	23	23
Colusa	W. S. Green	Colusa	12	12
Contra Costa	Rev. H. R. Avery	Pacheco	26	26
Del Norte	J. D. Bailey	Smith River	4	4
El Dorado	E. B. Conklin	Placerville	42	42
Fresno	S. H. Hill	Kingston	7	7
Humboldt	Rev. Wm. L. Jones.	Eureka	13	13
Inyo	J. Earl	Camp Independence	6	6
Kern	E. W. Doss	Havilah City	1	1
Klamath	John N. Rand	Lawyer's Bar	3	3
Lake	A. P. McCarthy	Lakeport	11	11
Lassen	A. A. Smith	Susanville	9	9
Los Angeles	Wm. J. McKee	Los Angeles	12	12
Marin	A. Barney	San Rafael	17	17
Mariposa	D. W. Washburn	Mariposa	9	9
Mendocino	C. C. Cummings	Ukiah	23	23
Merced	Chas. M. Blair	Snelling	4	4
Mono	T. W. Dudleston— Acting Sup't	Bridgeport	1	1
Monterey	Thos. Bralee	Monterey	11	11
Napa	Rev. A. Higbie	Napa	22	22
Nevada	M. S. Deal	Nevada	26	26
Placer	S. R. Case	Auburn	33	33
Plumas	G. W. Meylert	Quincy	13	13
Sacramento	Dr. F. W. Hatch	Sacramento	48	48
San Bernardino	Wm. L. Ragsdale	San Bernardino	11	11
San Diego	G. A. Pendleton	San Diego	1	1
San Francisco	John C. Pelton	San Francisco	12	12
San Joaquin	Melville Cottle	Stockton	57	57
San Luis Obispo	P. A. Forrester	San Luis Obispo	3	3
San Mateo	Robt. Greer	Redwood City	11	11
Santa Barbara	A. B. Thompson	Santa Barbara	3	3
Santa Clara	J. R. Brierly	San José	44	44
Santa Cruz	H. P. Stone	Soquel	16	16
Shasta	W. L. Carter	Shasta	21	21
Sierra	I. B. Fish	Downieville	20	20
Siskiyou	Thos. N. Stone	Yreka	20	20
Solano	Geo. W. Simonton.	Vallejo	30	30
Sonoma	C. G. Ames	Santa Rosa	69	69
Stanislaus	T. T. Hamlin	Langworth	11	11
Sutter	Dr. E. B. Dunwell.	Yuba City	28	28
Tehama	Geo. F. Morris	Red Bluff	11	11
Trinity	David E. Gordon	Weaverville	9	9
Tulare	T. J. Brundage	Visalia	13	13
Tuolumne	H. H. Spencer	Columbia	15	15
Yolo	M. A. Woods	Cache Creek	31	31
Yuba	H. H. Rhees	Marysville	25	25

COMMON SCHOOL READINGS.

BY JOHN SWETT,

SUPERINTENDENT OF PUBLIC INSTRUCTION, STATE OF CALIFORNIA.

PREFACE.

This compilation of prose and poetical selections for declamations, recitations, and elocutionary readings, is designed for use in Grammar Schools and ungraded country schools. The large size and high price of most of the "school speakers" practically exclude them from schools below the grade of High schools. A book of medium size, and reasonable price, seems to be needed for our Common schools.

It has been the aim of the compiler to select pieces adapted to the tastes and understanding of school children, to make modern selections not found in other works of a similar character, and to exclude the waste matter, never used by either teachers or pupils, which fills so large a space in many works on elocution. The prose declamations, selected from American orators, are patriotic and national in their character; and the poetical selections, mostly from American poets, are full of that fervid devotion to freedom which constitutes the life of the nation. Many of the selections in this volume have stood the practical test of use in a large grammar school, in which some attention was given to elocution; and its preparation originated in a desire to meet a want felt and expressed by many Common school teachers.

San Francisco, December, 1866.

EXTRACTS FROM THE INTRODUCTORY REMARKS.

Reading is one of the essential branches of a public school course of study. All children must be taught to pronounce words, and to read sentences. This is necessarily a slow process, and too many teachers make it a mechanical one. Too little attention is given to reading as an art, in which the purpose of the reader is to convey ideas to those who listen. Elocutionary training, in its higher departments of declamation, dialogue, recitation of poetry, vocal culture, and gesture, should form a part of common school instruction. Elocution, as an art, has been considered as lying beyond the province of the common school, and belonging mainly to the High School, the Academy, and the College.

Elocutionary instruction should be given in the Common schools, because there a greater majority of American children receive their only education. It should be begun in early life, because then the vocal organs are flexible and susceptible of training. It is a serious defect in our school methods of instruction, that the expressive faculties, comprising feeling, affection, emotion, passion, imagination, fancy, association, imitation, and description, are called so little into action. Elocution, when properly taught, calls into active exercise the expressive faculties, and tends to educate the child as a social being. * * * * * * *

The reading and recitation of poetry by girls is an indispensable part of the education of woman, as one of the most efficient modes of discipline for the taste and imagination. Many of the most exquisite passages of the poets can never be fully appreciated until repeated by the voice of woman.

Whatever the number of classes, however pressed for time the teacher may be, some attention should be given to elocution in every school. The advantages are too great to be overlooked.

Elocution cultivates a taste for reading; the young scholar becomes familiar with the choicest passages of English literature, which, committed to memory, are retained

through life. There are no purer models of classical English than the speeches of Daniel Webster; no more glowing words spoken for liberty and freedom than those of our own lamented Baker and King. There is Whittier, the bard of Freedom, whose sweetest songs are sung in his old age—let our school-boys and school-girls know his poems by heart. The patriotic lyrics of Holmes, and Bryant, and Longfellow, and Lowell—they will mould American character, and why are they not as valuable in the schoolroom as the multiplication table and the spelling-book. * *

The need of elocutionary culture, somewhere in our course of education, is self-evident. American public speakers, as a class, whether at the bar, on the stump, in the pulpit, or in the lecture-room, are good illustrations of the neglect of early elocutionary training. One stands with his hands in his pockets; one rests his body on his paws, like an orang-outang; another offends the eye, by wild, meaningless, uncouth, frantic gesticulations; and a fourth stands stock-still like a cast-iron city lamp-post.

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ORTHOGRAPHY.—Concluded.

BY W. N. GRANGER.

It must not be supposed that the writer of these papers imagines that teachers are the ones *wholly* in fault for the non-success of Orthography as a study, or that all the errors and difficulties to be met with, were noticed in the first paper. The teacher is the one mainly in fault, and many of the minor faults, for which he is not directly responsible, with the remedies most appropriate, are left for the thinking teacher to seek out for himself.

One miserable mistake that has been made—and for which I am scarcely able to say whether or not teachers are responsible—is that of making our text book spellers "ponderous tomes," instead of simple manuals. It is a well known fact that in the literary world, only a very few—a half-dozen at most—have ever mastered more than eight or nine thousand words, so as to use them in their writings, and that the great mass of the people in their daily conversation and business, do not use words to exceed three thousand in number. Such being the case, it does not seem necessary that a text book, to be used in any of our schools below the grade of High School, should contain more than five thousand words as the maximum number.

Examine now our spellers, and in Willson's Primary we find four

thousand five hundred words. This is the best text book of the kind in use, and yet it is but little used, because every child of six summers considers himself *too old* to use a baby speller.

Willson's Larger Speller contains *thirteen thousand* words, and Town's New Speller and Definer the same number. The author of the last named work, in his preface to the revised edition, says, in amount, "one of the merits of this edition is the addition of three thousand words." The average number of words contained in a popular speller is between twelve and fifteen thousand.

Carelessness has already been noticed as a very great evil, and it is one for which the teacher is to blame *in toto*. A sufficient proof of this is the fact that in oral spelling, the teacher often pronounces the word two or more times, when once ought to be sufficient, and always pronouncing each syllable as distinctly as if it were a separate word. If the word is missed, the pupil is allowed to "guess again;" usually the letters only being given, the word not being pronounced by the pupil at all. Such carelessness in the recitation, encourages the same shiftlessness in preparing for recitation. The truth of this assertion, every teacher who has allowed such practices may prove for himself by a simple and interesting experiment: it consists in requiring the whole school or class, to *copy* from the book, with a pen and ink, one lesson. Those who copy correctly, every word, will be found to be the exceptions in the class.

Of all the various methods of teaching this branch, the most villainous is the parrot, or Websterian system. The former name it derives from the peculiar fitness of things, as they are to the pupil "words without meaning." The latter it derived from Noah Webster's Elementary Speller, which adopted it, and which for a few years gained an immense popularity, though for what reason has never appeared, unless it were because of its "incomprehensibility," which word, by the way, pupils delighted in being able to "spell without taking breath." It is this system that encourages laziness in both teacher and scholar. But even this method has some good features, and in the hands of an experienced, conscientious, working teacher, it is a necessary means in securing a desired end. Rarely, if ever, do we find evil unmixed with good, and he who can appropriate the good, without suffering from the evil, will best succeed in teaching orthography. Yet we cannot

but admit, that the success of the past is a standing protest against the continuance of the parrot system.

One very foolish practice, quite prevalent ten years ago and still too common, is fast disappearing before the "march of intellect:" that is, devoting the first eighteen or twenty months of the child's school life to spelling—no, not that, for spelling is a *proper* arrangement of letters into syllables and words—but to learning such nonsensical arrangements of letters as az, ez, iz, oz, uz, and so on through the whole number of changes that can be rung upon nineteen consonants with the seven vowels, according to the rule of permutation.

A few years ago the definition system was the *sine qua non* of learning to spell; at present the sentence and phrase system is the acme of perfection. Both of these are valuable for the same reason—that of giving the scholar an idea of the meaning of the word he is learning to spell, but they both fail to accomplish the desired end in a vast majority of the twelve thousand words contained in our text books.

To obviate this difficulty, many teachers advocate and practice the plan of selecting words from the reading lesson, at the time of reading, and drilling the class in orthography at the expense of their elocution. A few may succeed in this way, but the majority will fail, either in one branch or both. The mechanic's and the housekeeper's rule of "a place for everything, and everything in its place," is of not half so much importance as the teacher's, of "a time for everything, and everything in its time." There are other objections to this system, too palpable to be noticed here.

I shall notice but one other method, and that one has been deservedly popular for some time among eminent educators. The term "dictation" is scarcely *apropos* to the system, but it has been used so long that it carries its own meaning along with it, and consists in a written, rather than an oral test of the scholar's thoroughness. Every teacher knows that a class which can spell orally, without missing a word in the lesson, will, if unaccustomed to written tests, make many mistakes when required to write the same words. It is in writing, only, that good spelling is seen to be an accomplishment, as oral spelling never comes into use in the daily avocations of life: hence the propriety of the system is mani-

fest. Some of its other advantages are, that by this plan every child is required to spell every word; he can try but once, and at the close of the recitation all his errors appear in a sum total.

All of these plans, however, are nothing more or less than the *expedients* that the teacher adopts, to ascertain whether or no the scholar has been diligent in preparing for the recitation: it is by no means *teaching* spelling.

The question then still recurs, How shall we best succeed in teaching it?

If we abandon these old routines, which thus far have resulted in nothing but failure, we shall necessarily be compelled to do something else, and that is precisely what is needed—*teachers must do something.* We want *more* teaching, and *less* recitation: this is the whole thing in a nutshell. To particularize, we should teach the principles of English orthography, for it is not entirely anomalous, as has been asserted. An illustration occurs to my mind in the case of a ship-painter, in San Francisco, who not long since lettered a vessel The Albuquerque: one of my pupils called my attention to it, and asked if there was any word in the English language containing the letter q, not followed by the letter u. This peculiarity impressed upon the pupil's attention, in a single lesson, never can be forgotten. Twenty lines of rules, with their exceptions, which at one line per day can be learned in a school month, if used in the recitation room for another month, is of more practical utility than whole terms of common spelling.

Notwithstanding the main principles of the orthography of our language, with their exceptions, are comprised in the small compass of twenty lines, my own experience for the past ten years has been that not more than one teacher in a hundred, applying for a certificate to teach, could give correctly the rule for doubling the final consonant.

As already intimated, more attention must be given to the kind of words taught. It is not a greater absurdity to require children to remember the order of letters in words of whose meaning they have not the remotest idea, than to arrange letters in something like the following order, each day, and require the class to commit it to memory: qdfbciztxol. A very slight knowledge of the nature of that faculty which we call memory, is sufficient to convince us of the folly of such a course.

Teach first the primitive word, afterwards its derivatives, and require the pupil to form these derivatives for himself, not depend upon the Speller for them; teach first the names of things known, and of qualities and actions that can be seen and understood—*afterwards*, the remaining ten thousand words for which the pupil never will have any use.

Suppose that a class have learned to repeat, and understood the rule of Addition: it furnishes capital material for one, two or three lessons in spelling. In Geography, the names of the natural divisions of land and water afford another lesson still. A manuscript speller containing two thousand such words, arranged by the pupil, under the direction of the teacher, is worth more than whole editions of Eclectic, Elementary, Progressive and Definition Spellers.

To crown all, an enthusiasm must be awakened in the teacher and scholar. At least fifty expedients have been invented by different teachers, to accomplish this result. An enumeration of these would be matter enough for a separate paper. It is sufficient here to say, that the teacher must guard against monotony in the exercise.

Let exactness and thoroughness be not only required, but enforced. Finally, let every teacher ask him or herself the question, "Wherein have *I* failed?" and when it has once been answered, set about the work of reform.

A FINISHED EDUCATION.

"I think," said Mrs. B., "I shall take Angelina out of the public school, and send her to a 'Young Ladies' Seminary.'"

"What is the matter with the public school?" asked Mr. B.

"O! I've no particular fault to find with it; but Angelina is now thirteen years old, and ought to begin to think of finishing her education. It's of no use for her to keep drumming over arithmetic, grammar, and geography. She ought to be attending to the advanced branches. Why, there is little Francena across the way, only ten years old, and she studies French, Spanish, Botany, History, and Philosophy, and her teacher says she is making wonderful

progress. Our Angelina has been jogging along in the public schools, and is really behind the times. So next week, she must commence taking lessons in music and dancing, drawing and painting, and in the modern languages. In a year, at most, she must finish her education and come out into society."

"A finished education!" Of all the humbugs of our sham-ridden race, that of a finished education at a boarding school is the greatest. And of all the ludicrous objects next to a dandy pedant fresh from college, a young lady—there are no girls—sent home according to order, is the most supremely ridiculous.

Is the training of such schools calculated to give mental vigor and independence of thought? How many of the girls who study French and Spanish ever acquire more than a mere smattering? Nine out of ten never wade half-way through Ollendorff's First Lessons.

If a young girl is to have the advantages of a liberal education and expects to pursue a regular course of study, let her study the languages; but if she can attend school only a limited period of time, it is more than useless. A girl, too, must be fitted with an education as the milliner fits her with a dress.

Education is a growth—a development. It does not consist in a long array of studies, in "going over" so many pages in botany, astronomy, and 'dear, delightful *French*.' True, many parents judge of the progress of their daughters only in this way. No wonder they have become dissatisfied with the plain schools of less pretensions. Mental growth and strength of mind cannot be measured by the volume. Young girls, who are on the point of finishing your education, exercise your common sense. Which would you prefer: to be able to write a correct and elegant letter in English to your future husband, or to favor him with an exquisite little French billet-doux? Would you have the power of educating your children in common things, or would you prefer to teach them painting? Do you imagine that your "finished education" will be of much service to you in real life? If you think to dazzle young gentlemen with boarding school accomplishments, most certainly you are laboring under an egregious error. Think you that a man with his eyes wide open will mistake a peacock for a nightingale? or, with his ears wide open, will mistake French for common sense?

You may be flattered by the butterflies of society, but those whose esteem and love you would really wish to win, will never be deceived by the flimsy veil of accomplishments.

Girls, be sensible. Don't imagine that you can be turned out finished scholars at the advanced age even of fifteen or sixteen. If you wish to be *women*, acquire the education of a woman. If you wish to become belles and butterflies, make use of the quack nostrums of education which are paraded rightly in the same column with patent medicines. Don't think of finishing your education before you begin it.

BOOKS OF FICTION FOR CHILDREN.

The London *Quarterly Review* remarks: "The mind of a child," says a wise thinker, "is like the acorn; its powers are folded up, they do not yet appear, but they are all there. The memory, the judgment, the invention, the feeling of right and wrong, are all in his mind, even of an infant just born. One by one they awake." His imagination—one of the earliest powers that awakens within him, even before he has passed through the mysteries of pap, and found out that being naughty differs from being good—must be fed. And fed it will be, either on the make-believe talk of his sister Mary nursing her doll, the idle stories of Betsy, the nursemaid, when he is naughty, about 'bogey' and the 'black man' who carries off bad boys; or about the golden fairy who is to give him taffey and gingerbread—when he is good. By and by, as he grows older, his sister Mary reads to him, and, at last, he learns to read for himself the charming adventures of the 'Fox and the Crow,' 'Billy Goat Gruff,' 'Sinbad the Sailor,' or 'Diamonds and Pearls,' the delicious history of 'Puss in Boots,' the tragedy of 'Blue Beard,' or the heroic drama of 'Jack the Giant-killer.'

"But whichever of these or a hundred other such delightful pages it be, his faith is boundless. Happiest of mortals for a time, at least, he can believe all he reads, with the one happy proviso that it is not true. It ought to be, aye, and is, because his sister says so. While he is absorbed in the misfortunes of the 'Tin Soldier' or the 'Ugly Duck,' the breakfast bell is unheard, the dinner

unheeded; he is feasting in dreamland, on stirabout in the giant' castle, or on those famous cheesecakes of Queen Scheherezade whose vital charm was pepper. Not that he is forgetful of fact, even while in the full pursuit of fiction. Indeed, he is always burning for facts. He wishes to know what glass is, where Robinson Crusoe was buried, how much gold it takes to make the inside of a watch, why the sun sets later in June than December, what thunder is, if the end of the rainbow touches the ground, why firing off a cannon once made a man deaf, what sago is, and a thousand other things, which papa, not being a walking encyclopædia, is not always ready to tell him. And whatever answer he can obtain, he is ready to believe implicitly so long as he is dealt fairly with.

"Yet, though St. George and the Dragon, Ali Baba and Robinson Crusoe, are in one sense as true to him as the history of England, there are shades and degrees of belief in his own mind, both as regards the domain of fact and fiction, which he cannot perhaps define, and of which he is scarcely sensible, yet on which he unconsciously acts, setting each narrative or story, tale or fable, romance or chronicle, in its own due place, and giving to each his own royal favor and approval as good, bad, or indifferent. A child in good sound health is insatiably curious, his thirst for fiction of one shape or other is quenchless, and if he never asks questions, and cares nothing for 'Jack and the Bean-stalk,' or the 'Lad who went to the North Wind,' there is a screw loose somewhere or other; he is in a morbid, unhealthy state of body or mind, probably of both; his natural growth and tastes, as a child, are becoming stunted and diseased; forced into some narrow, petty channel, where ignorance or bigotry will soon blot out the freshness, grace and light, that are childhood's most precious possessions."

Short Hours for School Children.—The prolonged confinement of children in the school room is injurious. There are parents who think the benefits of the school bear a direct ratio to the number of hours which the children are confined to the benches and their tasks. There are teachers who think it a virtue to prolong

the exercises of school from six to seven or more hours. With all such notions away!

Especially are these ideas pernicious when applied to primary schools, and we are glad to see in our own State the dawn of a better day. In the Model School connected with the Normal Department of the State University, during the years of its existence, the daily sessions never exceeded five hours, and during the last year of its existence the number was reduced to *four*. Under the latter arrangement, two things were particularly observed by the teachers: First, the advancement of the pupils in their studies was more rapid than in the five-hour system; secondly, the arrangement was distasteful to the patrons of the school, who wished their children cared for during the entire day.

During the last year, the crowded condition of some of the primary schools in Davenport suggested the idea of dividing the school, part attending in forenoon, and the remainder in the afternoon, thus reducing the time of each set of children to *three* hours. We have been informed that under this arrangement the progress of the children was as rapid as when they attended six hours per day.

We have learned more recently that the Board of Education of Dubuque has adopted the half-day system of attendance in their primary schools. The method has the recommendation of economy, too, for with the aid of the same buildings, the same apparatus, and the same teachers, two sets of pupils are instructed: in other words, the *pro rata* cost of instruction is reduced just one-half. This, however, is its least important advantage, and we hope to see the system come into general use in primary schools. Three hours' confinement is enough for the little folks, while four or five hours will suffice for those of a larger growth.

The evils of long confinement may be very much mitigated by good ventilation, comfortable seats, change of employment, and frequent recesses. But with children, physical development and health are of the first importance. A vigorous mind can exist only in a sound body. The preservation of health and its establishment upon a firm basis, are of vastly more importance than the acquisition of school prizes.—*Iowa State Journal.*

Department of Public Instruction.

EXTRACTS FROM THE REVISED SCHOOL LAW.

SEC. 53. Every school, unless otherwise provided by special law, shall be open for the admission of all white children between five and twenty-one years of age, residing in that school district; and the Board of Trustees or Board of Education shall have power to admit adults and children not residing in the district whenever good reasons exist for such exceptions.

SEC. 55. * * * Instruction shall be given in all grades of schools, and in all classes, during the entire school course, in manners and morals, and the laws of health; and due attention shall be given to such physical exercises for the pupils as may be conducive to health and vigor of body, as well as mind; and to the ventilation and temperature of school rooms.

SEC. 61. For the purpose of protecting the health of young children, it is hereby provided that no school in which the average age of the pupils does not exceed eight years, shall be continued in session more than four hours a day, exclusive of intermission; and no school whatever shall be continued in session more than six hours a day, exclusive of an intermission at noon; and no pupil under eight years of age shall be kept in school more than four hours per day; and any violation of the provisions of this section shall be treated in the same manner as a violation of section sixty.

SEC. 62. Pupils shall be admitted into the schools in the order in which they apply to be registered; and all pupils who may be admitted into public schools shall comply with the regulations established in pursuance of law for the government of such schools, shall pursue the required course of study, and shall submit to the authority of the teachers of such schools. Continued and willful disobedience, and open defiance of the authority of the teacher, shall constitute

good cause for expulsion from school; and habitual profanity and vulgarity, good cause for suspension from school. Any pupil who shall in any way cut, deface, or otherwise injure any school house, fences, or outbuildings thereof, shall be liable to suspension and punishment; and the parents of such pupil shall be liable for damages, on complaint of the teacher or Trustees.

Sec. 70. *It shall be the duty of all teachers to endeavor to impress on the minds of their pupils the principles of morality, truth, justice, and patriotism; to teach them to avoid idleness, profanity and falsehood; and to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties, and dignity of American citizenship.*

STATE SERIES OF TEXT BOOKS.

Arithmetic.—Eaton's Primary; Eaton's Intellectual; Eaton's Common School; Eaton's Higher.

Geography.—Allen's Primary; Cornell's Primary; Warren's Intermediate; Clarke's Common School; Warren's Physical; Shaw and Allen's; Cornell's Outline Maps; Guyot's Wall Maps of Physical Geography.

Grammar.—Greene's Introduction; Quackenbos' English Grammar.

Readers.—Willson's Entire Series, with Charts.

Physiology.—Hooker's Elementary; Cutter's Larger.

History of the United States.—Quackenbos' Primary; Quackenbos' Larger.

Natural Philosophy.—Quackenbos'.

Algebra.—Robinson's Series.

Moral Training.—Cowdery's Moral Lessons.

English Composition.—Quackenbos', and Layres'.

Penmanship.—Spencerian, and Payson and Dunton's (both recommended).

SCHOOL LIBRARIES.

List of Books adopted by the State Board of Education.

	Volumes or Set.		Retail Trade Price.
Abbott, Jacob.			
Illustrated Histories	28 Vols.	Per Vol.	$ 1 20
Marco Paul's Voyages and Travels	6 "	"	90
Rainbow and Lucky Stories	5 "	"	90
Harper's Story Books	12 "	per set	21 00
Harper's Story Books	36 "	per vol.	90
Franconia Stories	10 "	"	90
Rollo Books, cheap edition	14 "	per set	10 00
John Gay, or Work for Boys	4 "	"	3 50
Mary Gay, or Work for Girls	4 "	"	3 50
Rollo Tour in Europe	10 "	"	10 00
American Historical Series	8 "	per vol.	1 25
Jonas Books	6 "	per set	4 50
Lucy Books	6 "	"	4 50
Little Learner Series	5 "	per vol.	90
Harlie Stories	6 "	per set	3 00
Rollo Story Books	12 "	"	4 00
Florence Stories	6 "	"	6 00
Adams, Wm. T. (Oliver Optic.)			
Army and Navy Stories	6 vols.	per vol.	1 50
Boat Club Series	6 "	per set	7 50
Riverdale Story Books	6 "	"	2 75
Flora Lee Story Books	6 "	"	2 75
Woodville Series	6 "	per vol.	1 25
Young America Abroad, Outward Bound			1 50
Aimwell.			
Stories by Walter Aimwell	7 vols.	per set	8 75
Andersen, Hans.			
Hans Andersen's Library. (James Miller's edition)	8 vols.	per set	6 50
Hans Andersen's Series. (Routledge's edition)	12 "	"	10 00
Arthur's Home Series	3 vols.	per set	3 00
Aunt Fanny's Series.			
Mitten Books	6 vols.	per set	6 00
Nightcap Series	6 "	"	6 00
Popgun Stories	6 "	"	6 00
Sock Stories	6 "	"	6 00
Ballentyne, R. M., full series	4 vols.	per vol.	1 50
Brighthope Series	5 "	per set	4 00
"Carleton."			
Days and Nights on the Battle Field			1 50
Following the Flag			1 50
Winning his Way			1 25

List of Books adopted by the State Board of Education.—*Continued.*

	Volumes or Set.	Retail Trade Price.	
Dickens, Charles.			
Dickens' Little Folks	12 vols.	Per Set	$10 00
Dickens' Little Folks. (2 vols. in one)	6 vols.	per set	9 00
Nicholas Nickleby. (Diamond edition)			1 50
Pickwick Papers. (Diamond edition)			1 50
Child's History of England	2 vols.		2 00
Edgar, John G.	5 vols.	per vol.	1 20
The Crusades and the Crusaders			1 50
Edgeworth, Maria.			
Early Lessons	5 vols.	per set	7 50
Moral Tales			1 50
Popular Tales			1 50
Parent's Assistant			1 50
Hawthorne.			
True Stories from History and Biography			1 50
Wonder Book			1 50
Twice Told Tales			1 50
Howitt's Popular Tales	14 vols.	per set	8 40
Juvenile Library.			
By Mrs. Tuthill, Howitt, and others. Crosby & Nichols	14 vols.	per set	8 40
Little Prudy Stories. By Sophie May	6 vols.	per set	4 50
Library of Modern American Heroes. W. H. Appleton	6 "	"	10 00
Leslie, Mrs., Play and Study Series	4 "	"	6 00
Merry Tales for Young Folks	6 vols.		9 00
Mayhew, Henry.			
Biographies for Boys	4 vols.	per vol.	1 25
Reid, Capt. Mayne. First Series	12 vols.	per vol.	1 50
Reid, Capt. Mayne. Second Series	4 "	"	1 75
Smiles.			
Industrial Biography. Life of Stephenson	each		1 50
Self-Help. Brief Biographies	each		1 50
Goodrich, S. G. (Peter Parley.)			
Youth's Library of History	7 vols.	per set	7 00
Youth's Library of Biography	6 "	"	6 00
Youth's Library of Literature and Science	7 "	"	7 00
Young American's Library of Famous Generals	6 vols.	per vol.	1 25
Young American's Library of Eminent Statesmen	6 "	"	1 25
Miscellaneous Story Books.			
Arabian Nights' Entertainments			1 50
Æsop's Fables			1 25

List of Books adopted by the State Board of Education.—*Continued.*

	Volumes or Set.	Retail Trade Price.
Fairy Book, Harper Bros.		$1 50
Fairy Book, Laboulaye's.		2 00
Fairy Book, Henry Morley's		1 50
Grimm's German Popular Tales		2 50
Girl's Own Book		1 25
Lights and Shadows of Scottish Life		90
Pastime and Recreations		1 50
Paul and Virginia		1 25
Robinson Crusoe		1 50
Swiss Family Robinson		1 50
Stoddard's Adventures in Fairy Land		1 25
Tom Brown, School Days at Rugby		1 50
Tom Brown at Oxford	2 vols.	3 00
The Flower People. Mrs. H. Mann		1 00
The Privateersman. Capt. Marryatt		1 50
Vicar of Wakefield		1 25
Excelsior Library.		
Women of Worth		1 25
Men who have Risen		1 25
Famous Boys and How they became Great Men		1 25
Stories of Good and Great Men		1 25
Youth's History of the Rebellion	4 vols.	6 00
Common School Readings		1 50
Men of History		1 50
Triumphs of Ancient Architecture		60
Triumphs of Modern Architecture		60
Resources of California. Hittell		per vol. 1 75
History of California. Tuthill		per set 4 50
Youth's History of California		net 1 25
Poems.		
Longfellow. Blue and gilt	2 vols.	3 00
Bryant. Blue and gilt		1 50
Holmes. Blue and gilt		1 50
Whittier. Blue and gilt	2 vols.	3 00
Street. Blue and gilt	2 "	3 00
Educational.		
Bates' Institute Lectures on Mental and Moral Culture		1 75
Bates' Method of Teachers' Institutes		75
Barnard's American Teachers and Educators		4 50
Beecher's Lectures to Young Men		1 50
Brookfield's Composition		50
Calkin's Object Lessons		1 00
Cowdery's Moral Lessons		1 50

LIST OF BOOKS ADOPTED BY THE STATE BOARD OF EDUCATION.—*Continued.*

	Volumes or Set.	Retail Trade Price.
Dio Lewis' Manual of Calisthenics	.....	$ 1 50
Emerson's School and Schoolmaster	.....	1 50
Fowle's Teachers' Institute	.....	1 50
Fowle's Hundred Dialogues	.....	1 50
Guyot's Common School Geography (Teachers' edition)	.....	2 25
Horace Mann's Lectures on Education	.....	1 50
Horace Mann, Works of	.....	3 00
Herbert Spencer on Education	.....	1 75
Jewell's School Government	.....	1 50
Kindergarten Guide	.....	1 25
Mason's Manual of Calisthenics	.....	38
Northend's Teacher's Assistant	.....	1 75
Northend's Teacher and Parent	.....	1 75
Northend's School Dialogues	.....	1 25
Page's Theory and Practice of Teaching	.....	1 75
Russell's Normal Training	.....	1 50
Russell's and Murdock's Vocal Culture	.....	1 25
Russell's Exercises on Words	.....	1 00
Sheldon's Lessons on Objects	.....	2 00
Sheldon's Elementary Instruction	.....	2 00
Sargent's Dialogues	.....	1 75
Sargent's School Speaker	.....	2 50
Philbrick's Union Speaker	.....	2 50
Philbrick's Primary Speaker	.....	75
The New York Speaker	.....	1 75
Scientific Amusements for Young Folks	.....	75
Watson's Manual of Calisthenics	.....	1 25
Webster's New Pictorial Dictionary	.....	13 50
Wickersham's School Economy	.....	1 50
Wood's Class Book of Botany	.....	3 75
Wells' Graded Schools	.....	1 25
Youman's Culture of Modern Times	.....	2 50
SCIENTIFIC.		
Agassiz' Methods of Study in Natural History	.....	1 75
Agassiz' Geological Sketches	.....	2 25
Agassiz' Structure of Animal Life	.....	2 50
Farraday's Chemistry of a Candle	.....	1 00
Gray's—How Plants Grow	.....	1 25
Guyot's Earth and Man	.....	1 75
Hooker's Science of Common Things	3 vols.	4 50
Hooker's Child's Book of Nature	.....	2 00
Hooker's First Book of Chemistry	.....	90
Hooker's Natural History	.....	1 50
Homes without Hands	.....	4 50
Mattison's Elements of Astronomy	.....	1 25
Mitchell's Popular Astronomy	.....	1 75
Mitchell's Planetary and Stellar Worlds	.....	1 75
Mayhew's Wonders of Science	.....	1 25
Reason Why in Science	.....	1 50
Wells' Science of Common Things	.....	1 25
Whitney's Geology of California	.....	6 00

List of Books adopted by the State Board of Education.—*Continued.*

	Volumes or Set.	Retail Trade Price.	
For Libraries exceeding Two Hundred and Fifty Dollars in value.			
Bancroft's History of the United States		per vol.	$ 3 00
Hildreth's History of the United States	6 vols.	per set	18 00
Works of Washington Irving	24 "	per vol.	2 50
Prescott's Works	15 "	"	3 00
Motley's Dutch Republic	3 "		9 00
Motley's New Netherlands	2 "		6 00
Lossing's Field Book of American Revolution	2 "		14 00
Lossing's Illustrated History of the Great Rebellion		per vol.	5 00
Macaulay's History of England	5 vols.		7 50
Works of Charles Dickens. 12mo		per vol.	2 50
Works of Walter Scott	12 vols.		18 00
Works of Thackeray. (Diamond edition)		per vol.	1 50
Works of Cooper	33 vols.	per vol.	1 75
Shakspeare. Cloth			3 50
Shakspeare. Sheep			4 00
Guizot's History of Civilization	4 vols.		7 00
Gibbon's History of Rome	6 "		9 00
Hume's History of England	6 "		9 00
New American Cyclopedia		per vol.	6 00
Barnard's Journal of Education	14 vols.		45 00

The Bible and the School Law.—The following question is submitted by a teacher to the State Superintendent: Is the Bible excluded by law from the public schools? *Ans.* It is not excluded. The law neither requires its use nor forbids it. It is left to the conscience and the judgment of each teacher whether or not he shall use the Bible in school. In this respect, the School Law is like the School Laws of most other States. The School Laws of Massachusetts and West Virginia require the Bible to be read daily in every public school; the School Laws of Iowa and Indiana contain a negative provision that the Bible shall not be *excluded* from the schools, and in all the other States, there is no legislation whatever on the question.

Clarke's Geography.—The dissatisfaction expressed by some teachers in relation to Clarke's Geography, arises mainly from the fact that it has been placed in the hands of pupils not far enough advanced to use it. It is designed only for advanced pupils in Grammar classes, after they have finished Warren's Intermediate Geography. In most ungraded country schools, the latter book is all that need be used. If there are older pupils who require some knowledge of the geography of the Pacific Coast, the teacher can place Clarke's Geography in their hands. This geography is a valuable work in its place. It has been adopted for four years, and cannot be changed. Teachers who know how to use it are well satisfied with it.

Resident Editors' Department.

The Rincon Grammar School.—This school was organized in January, 1852, by the division of the Happy Valley District. Mr. Silas Weston was appointed teacher, and the school was held in a little one-story house, located in a sand bank on the corner of First and Folsom Streets. On the first of May succeeding, Wm. H. O'Grady succeeded Mr. Weston, and at the end of that term, the whole number of pupils was sixty-nine, with an average attendance of forty. Miss Marion Bain was appointed assistant in the Primary department, Feb., 1853. On the 1st of Sept., 1853, Dr. Stillman Holmes succeeded Mr. O'Grady, who was appointed by the Board of Education to the office of City Superintendent. Dr. Holmes taught one term of three months, resigned, and was succeeded on the 1st of Jan., 1854, by John Swett. At the same time, Miss Bain was succeeded by Rebecca W. Foster. In Sept., 1854, the school was removed to a new building, rented for the purpose, on Hampton Place. The house was dedicated by appropriate ceremonies, and the Principal, Mr. Swett, delivered an address on "Popular Education." The singing was conducted by a class from the Bush St. School, under charge of James Denman and Mrs. Hazelton. The number of scholars for the term ending November 1st, 1854, was two hundred and seventy-nine, with an average daily attendance of one hundred and sixty nine. At the close of the term, previous to the "holiday vacation," December 22d, 1854, an elocutionary exhibition was given by the school, the pupils and teachers of the Bush Street School being present as invited guests. At the close of the exercises, Miss Maggie Dayley, on behalf of the pupils, presented Mr. Swett with a handsome gold watch and chain as a token of their regard. Attached to the note accompanying the watch, among many others, were the following names of boys who are now young men engaged in business in this city. Frank Hutton, Frank Barnard, Henry Russ, Theodore Coates, Roger Robinette, Thomas Bradford, George Atwood, Jerome Turner, Warren Williams, David Williams, Louis Reichart, Albert Lyle. In May, 1855, a May Festival was held at Russ' Garden, the proceeds of which were applied to the erection of a gymnasium for school use. The Rincon School was the first in this State in which gymnastics and calisthenics were introduced as regular daily exercises. James King of William, who was much interested in a gymnastic exhibition of the boys, presented the school with twenty-five dollars, which was expended in the purchase of a set of dumb bells. William Sherman, member of the Board of Education, also contributed twenty-five dollars towards the purchase of a piano.

In April, 1857, having learned the intention of Mr. Swett to make a visit to the East, the pupils of the school made arrangements for a May Festival at Russ Garden, the proceeds of which, amounting to three hundred and ninety dollars, were presented by the pupils to their Principal, to purchase a ticket to New York. Among the familiar names attached to the letter of presentation, we find the following: Freeman Lyle, Mary Shafter, Maria Waters, Annie Hucks, E. D. Lewelling, David R. McKee, Frederic Russ, Henry Russ, Henry Goddard, George Smith, William Galloway, Clara Cummings, Anna Chalmers, Theresa Bucknam, Adelia Kimball, Mary A. Casebolt, Samuel C. Bradshaw, Elias Conway, Frank S. Lawrence, George T. Casebolt, Robert Kinney, Charles Elliott, W. S. Lyle, Mary Jane Little, Mary Dow, Lucy M. Seymour, Mary Taylor, Anna Roeben, Henry Fillebrown.

During the four months' absence of Mr Swett, Mrs. S. C. Hazelton, first assistant, acted as temporary Principal of the school. In December, 1860, the school was removed from Hampton Place, to the new building on Vassar Place. Thomas Starr King delivered an address on the occasion.

In December, 1862, Mr. Swett having been elected to the office of Superintendent of Public Instruction, he resigned his connection with the Rincon School.

In January, 1863, John C. Pelton was elected Principal, which place he held for one year, and was then succeeded by Ira G. Hoitt. At the end of six months, Mr. Hoitt having been elected to the Lincoln School, he was succeeded by Ebenezer Knowlton, who has since held the place.

In 1864, the school was made a girls' school exclusively. Among the early pupils of the Rincon School who have graduated from the High School, or the Normal School, and have engaged in teaching in the City Schools, are the following: Mary A. Casebolt, Sarah Casebolt, Adelia Kimball, Carrie Hucks, Anna Chalmers, Agnes Chalmers, Mary Jane Little, Ariadne Kimball, Sadie Davis, Sarah Gunn, Mary Bragg, Maggie McKenzie, Lydia Clegg, Clara Cummings, Eliza Dames, Ella Roeben.

LIST OF TEACHERS.

Principals.—Silas Weston, 1852, six months; William H. O'Grady, 1852, one year; Dr. S. Holmes, 1853, three months; John Swett, 1854, nine years; John C. Pelton, 1863, one year; Ira G. Hoitt, 1864, six months; Ebenezer Knowlton, 1864, ———.

First Assistants, Grammar.—Mrs. S. C. Hazelton, 1854, four years; Miss Hattie Day, 1856, one year; Miss Laura A. Bridgeman, 1858, one year; Miss H. E. Porter, 1859; Miss Marie E. Jones, 1859; Miss Mary L. Tracy, 1860, one year; Miss Helen M. Thompson, 1861, six years.

Second Grammar Assistants.—Miss Anna M. Shew, 1855, two years; Miss Kate Kennedy, Miss Mary F. Rand, 1857, two years; Miss Carrie Dodge, 1859, one year; Miss Mary E. Gardiner, 1860, two years; Miss Alice Baker, 1862, one year; Miss H. M. Clark, Miss Mary A. Casebolt, six months.

Principals of Intermediate.—Miss E. Risdon, three years; Mrs. S. C. Dudley, one year; Mrs. Mary Hinman, one year; Miss Mary Nugent, one year; Miss H. J. Kirtland, three years; Miss Kate E. Downs, two years.

Principals of Primary.—Miss Marion Bain, one year; Miss R. W. Foster, four years; Mrs. E. S. Forrester, one year; Miss Carrie V. Benjamin, 1856 to 1865; Miss E. Fernald, two years.

Assistants in Grammar Int. and Primary.—Miss T. Longfellow, four years; Miss Adelia Kimball, two years; Miss Jennie Sheldon, four years; Miss Anna Prescott, two years; Miss Julia A. Gilbert, two years; Miss Haynes, Miss Lizzie B. Chapin, two years; Miss Anna E. Clayton, two years; Miss H. E. Moir, two years; Miss C. S. King, two years; Miss C. A. Parcells, Miss S. H. Knox, Miss Annie M. Nutter, four years; Miss M. L. Morgan, three years; Miss S. F. Loring, two years; Miss Roberts, Miss A. S. Barnard, two years; Miss M. E. Stowell, seven years; Mrs. Nichols, Mrs. T. J. Nevins, one year; Mrs. Pecker, Miss Emmerson, Miss Shaw, Miss Cushing, Miss Lizzie Overend, Miss M. J. Warren, Miss F. A. Lynch, Miss L. M. Scotchler, Miss M. A. E. Phillips, Miss A. M. Dore, Miss Margaret Wade, Miss Lizzie B. Easton, Miss A. F. Aldrich, Mary V. Tingley, Mary H. Turrill, Miss L. F. Hitchings, Miss S. L. Hobart.

Of this large number of teachers, so far as known to us, only the following are dead: Wm. H. O'Grady, in 1856; Mrs. Mary Hinman, 1862; Miss Lizzie Fernald, 1866; Miss Lizzie B. Chapin, Miss C. S. King.

Millerton Public School.—S. H. Hill, Teacher: *Roll of Honor*—Mary J. McKenzie, 91 per cent.; Nancy J. Bailey, 85; Sophronia Wickman, 90; Wm. H. McKenzie, 83; Allen Strand, 84; Maggie Carroll, 87.

Stop it.—A large number of the young and inexperienced teachers in San Francisco, and some who are old enough to know better, are in the habit of detaining their pupils during the noon intermission, in the school room, to study lessons which they have failed to recite correctly. In some schools whole classes are thus detained week after week, every day. The children so detained, are swindled out of their play, and are barely allowed five minutes in which to bolt their lunches like anacondas. Experienced teachers of good sense have learned that compulsory study, under such circumstances, is worse than useless. The City Manual contains no provision authorizing teachers to detain pupils for study during intermission, and in the absence of any city rule, the following Section of the State Rules and Regulations applies to the city. We call the attention of the City Superintendent and the Principals of the Schools to the matter, and ask them to enforce it.

Section 4.—*No pupil shall be detained in School during the intermission at noon*, and a pupil detained at any recess shall be permitted to go out immediately thereafter. All pupils except those detained for punishment, shall be required to pass out of the school rooms at recess, unless it would occasion an exposure of health.

Reports of County Superintendents.—At the present date, September 11th, these reports have been received, with the exception of the following counties: Alameda, Shasta, Siskiyou, and Tuolumne.

EDUCATIONAL JOURNALS.

We quote the following excellent article from the *Massachusetts Teacher*, because it applies equally well to the California Teacher. During the past four years, all the labor of editing and managing this Journal has been done without compensation, by its two editors—Mr. Swett and Mr. Swezey, both busily engaged in other pursuits:

Educational Journals.—The *New York Nation* of June 13th, has an interesting article on this subject, which we hope many of our readers and contributors will see. We certainly feel flattered at the writer's good opinion of *The Massachusetts Teacher*, though we think that his experience needs to be enlarged before he can be a perfectly good judge of the comparative merits of the various journals. His comments on our defects are instructive, and for ourselves and for our own journal, we can say that we are as far as possible from being satisfied with it as an example of what an educational journal ought to be. It is not at all what we would have it, only what with the time and resources at our command, we are able to make it. A good and thoroughly well digested educational journal might well absorb a great part of the time of its managing editor, while we can give ours only such hours as remain after due attention has been paid to pressing regular duties. Yet such editing and management is all, we believe, that any journal receives that is the organ of any body of teachers, or is really a professional journal, though, here and there, there may be one published by a bookselling or publishing firm, and chiefly as a medium for advertising. The faithful care given by two busy teachers to the business management of our *Teacher* is altogether gratuitous, though the labor is not light or unimportant.

This is not the footing on which such journals should stand, and yet it is, perhaps, the best condition that can be reached at present. The *Nation* has touched, with discrimination, upon the two main difficulties. Teachers, as a body, are overworked and underpaid. They are overworked and, therefore, cannot spare the time and mental strength necessary for self improvement, and for the preparing of contributions that would give value to their journal,—contributions that would embody the ripe fruits of their own experience for the benefit of their fellow-teachers; and it is apt to be just the best teachers and those who could give the results of the most valuable experience who are worked the hardest, though it is they who value highest the benefits of a good educational journal.

And then teachers are underpaid. So far from wondering that our circulation is no larger, we often wonder that it is so large. It is at some sacrifice that a teacher, and especially a female teacher, from wages often less than those of a good cook, can spare even a dollar and a half for a journal which, from its purely professional nature, cannot offer the varied attractions of the multitudinous miscellaneous journal with which it has to compete. It must be often from a really earnest desire to improve that she prefers it to such journals. We wish that we could give her more for her money.

Then, there is another difficulty. The province of a professional journal is in one sense narrow, and yet in another, it is very wide. Within our straitened limits, we have to provide matter to suit all grades of teachers, while any one would properly furnish enough for a journal of double our size. A *Teacher* published wholly in the interests of elementary education, and that should furnish instruction not only on the art of elementary teaching—an art so little understood—but *material* for lessons as well as instruction, would have a wide field of usefulness before it, though we know not where to look for the genius qualified to manage it rightly; while, on the other hand, the higher departments of scientific and classical teaching are equally in need of a wise and well-conducted living journal devoted to their interests—and we do not, in saying this, forget that valuable repository of educational material, Mr. Barnard's Quarterly, which hardly appears often enough to answer the purposes we have in view.

Neither of these enterprises could now succeed pecuniarily; the teaching profession must rise to a higher level first, and, unfortunately, such is at present the perverse state of the public mind, that the tendency is the other way. The suspicion of the public in regard to teachers, the indignities they are made to suffer, the claim of all sorts of men and women, of all sorts of trades and professions, to judge of their work, when they would be very indignant if ignoramuses were to undertake to judge of their own, are tending to drive the best teachers, and, especially, the best men away from the occupation. "I have lived through several of these whipping excitements," said a veteran teacher to us, the other day—a man well known for his scientific attainments as well as for his skill as a teacher—"and when they come along I am ashamed of belonging to a profession which makes me a football for every one to kick!" Men of spirit need not lack in these days for occupations whereby to earn a living in which they do not expose themselves to such indignity. The lot of the female teacher is harder. She has not the same choice, and her labors, wearing and exhausting before, are likely now to be harder still when the public is being taught to presume her a tyrant until she can prove herself a saint. We confess we are a little indignant with the really good people who allow themselves to be used by worthless or interested scamps to blow up the present excitement about corporal punishment. The more we look into it, the less foundation we find for it, the more confident we are that, in some quarters, it has been used by designing men for ulterior objects.

Such are some of the difficulties in the way of education and educational journals at the present time: nevertheless, we are very hopeful. The profession of teacher, in spite of temporary drawbacks, is rising in public estimation. Of this the sensitiveness in regard to it is one sign, and for ourselves, imperfectly and unworthily as we fill the place of a journal for teachers, we are happy to say that our circulation was never so large, nor our prospects so bright as to-day.

Cosmopolitan Schools.—We acknowledge the receipt from the City Superintendent of Public Schools, in handsome pamphlet form of twenty pages, the report of the Examining Committees of the Cosmopolitan School. The reports of the several Committees on French, German and English, are all favorable to the standing and success of the school. Attached to the report, is a letter from the State Superintendent, which reads as follows:

Department of Public Instruction,
San Francisco, Aug. 2d, 1867.

John C. Pelton, Superintendent of Public Schools, City and County of San Francisco—

Dear Sir: In answer to your request desiring me to state my opinion concerning the organization, value, and efficiency of the Cosmopolitan School, I take pleasure in replying that, from your first organization of the school, I favored the plan, and never had any doubts as to its ultimate success and popularity. I recently visited the school since its reorganization, and was gratified to find that it exceeded my most sanguine expectations, in respect to order, classification, and evident progress.

I fully concur with the philosophical and scholarly reports of the gentlemen appointed to conduct the examinations at the close of the last term.

The school meets a great want of the people. If children are to learn the modern languages at all, they should begin in the primary departments. I am confident that after three years' instruction it will be found that the pupils, while acquiring a knowledge of French, or German, or Spanish, will have made equal progress in the ordinary common school studies with those in other schools, who have been occupied exclusively in studying the English language.

It is not strange that so marked an innovation on the old system of education should have excited some doubts as to its success, and some hostility to its progress; but the

school having demonstrated, to a considerable extent, its own value, has now become a part of our practical system of public instruction, which few desire to dispense with, and which all thinkers and scholars will cherish and protect.

It has been urged that this school was established in contravention to certain sections of the Revised School Law. I see no force in the objection: I know of no section of the law which, by any construction or misconstruction, can be tortured into hostility to schools conducted on this plan. The whole spirit of the law is in favor of it, for the object of a public school system is to give the children of the people such a practical education as the spirit of the age requires, and such as the citizens, gathered from all nationalities, may demand.

Very respectfully,

JOHN SWETT,
Superintendent of Public Instruction.

What is Wanted.—Since the organization of the Cosmopolitan Schools in this city, and the establishment of a Boys' High School, a Girls' High School, and a Latin School, the public schools have, to a great extent, met the wants of the people. But the system is not yet complete. Not one-half of the boys who graduate from the Grammar Schools, enter the High School; and, of those who do enter, not one-half can remain long enough to graduate. Many boys are obliged to enter shops or to learn trades, soon after leaving the Grammar Schools.

A Commercial College Class ought to be opened, from which at the end of six months after graduating from a Grammar School, a boy could graduate with a fair knowledge of accounts, and of commercial arithmetic. The success of the two "Business Colleges" in this city, is good evidence of this want of the people. Will the Board of Education give the subject a fair consideration? It is true, in the Boys' High School, there is a commercial course, but it is available only to those who can go through a three years' course. The poor boys who begin early to fight their way in the world, by earning their own living, demand that a commercial class shall be opened in which they can receive the business instruction which now costs, in the private institutions, from seventy-five to one hundred and fifty dollars. It would prove, in a year, the most popular branch of the Common Schools. If a Latin School is necessary for the higher education of forty or fifty boys, surely a department of this kind, for the boys who must begin at the age of fifteen to earn their own living, ought not to be denied. The only wonder is that the schools could have existed so long without it. In a commercial city, with business men on the Board of Education, with the fact that half the boys from the Grammar Schools enter at once into clerkships and trades, staring them in the faces, if they opened their eyes, why is it that something has not been done? We have neither time nor space to enlarge on this subject as we desire, but we intend to follow it up until something is done. Will not Mr. Nichols and Mr. Cornwall take some time to consider the question? Ask Mr. Myrick, of the Union School, where the boys are who graduated from his school, what trades they are learning, what clerkships they are filling, and what they ought to have learned in the public school to fully fit them for the places which they fill.

Roll of Honor, Red Bluff Grammar School—For the school year ending June 14th, 1867. George F. Morris, teacher:

Sarah E. Baker, Ida Streit, Frances M. Miller, Emmerretta Tuggle, Zuritha J. Eachus, Ella Hensley, Rosa Myrick, Cynthia Collins, Emogene Wilcox, Alice J. Bahney, Chas. B. Fitzgerald, Arthur B. Estes, Wayland F. Estes, Frank Love, Wm. H. Black, Ambrose Black, J. Floyd Vicars, George W. Vestal, John Backman, James Donnelly.

The Sunday School Teacher for August contains the following articles: "Apt to Teach," by Rev. R. T. Burns, D.D.; "The Diamond Cross," by Mary B. Sleight; "Jesus at the Well," by E. G. T.; "The Tabernacle Sunday School, Chicago;" "Infant Class Lesson," by Emma A. Hall; "Infant Class Outlines;" "Blackboard Outlines;" etc. The price of the *Teacher* is $1.50 per year. Address Adams, Blackmer & Lyon, 155 Randolph street, Chicago.

Littell's Living Age—No. 1210, contains a very valuable article on the Red River Country, from the Westminster Review, and a dozen other well-selected papers. This standard publication still maintains its superiority over all other serials which depend upon the European journals for their contents. Weekly. Boston: Littell & Gay. Eight dollars a year.

New Books.—We have received the following new books:

Stories and Sketches by our Best Authors. Boston: Lee & Shepard. San Francisco: H. H. Bancroft & Co. pp. 307.

Fourteen sketches and short stories are collected in this book. Of them all, Fitz Hugh Ludlow's "On the proper use of Grandfathers," is the one by far the most suggestive, and therefore the most valuable. Indeed, it will bear several readings. "The Two Ghosts of New London Turnpike," is a well-conceived sketch, and the "Broken Idols," contains some very sensible ideas worthy of notice. For the rest, we may pronounce as our verdict that the volume is a very fair summer book for those whose good fortune it may be to have a few days to spend in the country.

Nature and Life. Sermons. By Robert Collyer, Pastor of Unity Church, Chicago. Boston: Horace B. Fuller. San Francisco: H. H. Bancroft & Co. pp. 313.

There are sixteen prose poems in this volume, rich in thought, simple in style, attractive in every way. We judge Mr. Collyer to be for Chicago, what Starr King was for San Francisco. His book is a welcome guest, and we should be glad to have its words of cheer spoken to many a fainting traveler on life's way. We should hardly call them sermons, perhaps, but they are good enough for that name or for any other.

Confucius and the Chinese Classics; or Readings in Chinese Literature. Edited and compiled by Rev. A. W. Loomis. San Francisco: A. Roman & Co. pp 432.

Mr. Loomis has done the country service in his efforts to place within the reach of all the means of forming a just opinion of Chinese literature. It is interesting to learn what sort of food has produced the growth attained by the Chinese, and in this volume Mr. Loomis has given us the sacred writings taught

to every boy of the Empire as the embodiment of wisdom. They are somewhat dry reading for us of a more modern civilization, and we confess that the most pleasant parts of the book before us are those proceeding from the editorial pen. Still the classics themselves are worthy of being widely known; and we consider the work as eminently worthy of a place in every library.

THE OLD CURIOSITY SHOP; and REPRINTED PIECES. By Charles Dickens. With Original Illustrations, by S. Eytinge, Jr. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 480.

No. 7 of the "Diamond Edition," abates nothing of the beauty characterizing this issue of Dickens' works, which is an honor to the American publishers, and a blessing to all persons who need a set of books of much value and little cost.

WOOL GATHERING. By Gail Hamilton. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 335.

This book narrates the events of the author's travels from Massachusetts to Minnesota, and thence through the South. It bears the mark of "Gail Hamilton" very decidedly, and yet we like it less than any of her previous productions. We have enough tourists' sketches floating in the newspapers, and this author's account of things is not so superior as to justify the book-form. We like her thoughts, her characteristic way of looking at theories social and religious; but she is more successful in stating them from her quiet home than in reporting the scenes which a railroad journey makes familiar to all. We long for more "Gala Days" and "Summer Rest;" we have enough of such "wool-gathering" as this.

A STORY OF DOOM, AND OTHER POEMS. By Jean Ingelow. Boston: Roberts Brothers. San Francisco: H. H. Bancroft & Co. pp. 290.

It is with heartfelt pleasure that we welcome the appearance of Miss Ingelow's new volume of poems. In clearness of print and general arrangement, this book is a fine specimen of the typographical art. The author's success in the literary world has been truly wonderful. A very few years ago, and her name was entirely unknown to fame, but to-day she is universally regarded as second only to one, Elizabeth Barrett Browning, among all the women whom the world call poets. And yet Jean Ingelow is more truly feminine in style than Mrs. Browning, while her fidelity to life in every description, her purity of thought and diction, and her rare pathos, insure her a welcome in every home and heart. Yet, on the whole, the second volume is not equal to the first in some respects. The first collection did not contain a line that one could wish omitted for the sake of the author; but, in the present book, several do not sustain the previous reputation of this lady. Such poems as "Doom," a story of the Deluge, "Lamentations," and "Wedlock," however, are equal to her former poems; while "Laurence," in our opinion, is the finest poem she has ever written. We recommend all our readers to purchase this volume, assuring that its perusal will not only repay the trouble, but will elevate the soul, purify the heart, and secure a warm welcome for all future volumes from her gifted pen.

H. A. S.

NOTE.—Want of space compels us to omit other notices.

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Mar.

STATE NORMAL SCHOOL.

The Tenth Term of the State Normal School opened on MONDAY, JULY 8th, 1867, and will close on the 10th of December next.

Regulations of the California State Normal School,

Adopted by the Board of Normal School Trustees, March 28th, 1867.

1. All pupils, on entering the School, are to sign the following declaration of intention:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

Male candidates for admission must be at least eighteen years of age; and female applicants at least fifteen years of age; and all must possess a good degree of physical health and vigor.

2. No person whose age exceeds thirty years shall be admitted to the School, except teachers who are fitted to enter the senior class.

3. Whenever the number of applicants from any county shall exceed the number to which that county is entitled by law, the applicants shall pass a competitive examination before the County Superintendent, and the County Board of Examination; which examination shall be conducted in the same manner as county examinations for third grade teachers' certificates. The persons passing the highest examination shall be eligible to admission in the order of their standing in examination.

4. All applicants are required to present letters of recommendation, and certificates of good moral character, from the County Superintendent of the county in which they reside.

5. All new applicants shall present themselves for examination at least three days previous to the regular day of each term commencement; and no pupil shall be admitted during term-time, except in the case of teachers who hold at least second grade State or county certificates.

6. The Principal of the School shall keep a register of the attendance of pupils, and shall report monthly, to the Secretary of the Board, the whole number enrolled, the average number belonging, the average daily attendance, the per centage of daily attendance, and such other statistics as may be required by the Executive Committee of the Board.

7. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one term of five months.

8. The Normal School shall be divided into three classes: Sub-Junior, Junior, and Senior.

9. All teachers in the State Normal School are required to remain on the school premises during the intermission from 12 to 1 o'clock, for the purpose of exercising a proper supervision over the pupils, and the Principal is required to make a monthly report to the Board, of the attendance, tardiness and absence of the State Normal School Teachers.

COURSE OF STUDY, THIRD CLASS.

Arithmetic.—"Eaton's Common School," to Percentage.

Eaton's Intellectual, complete.

Drill Exercises on slate and blackboard, in the elementary rules, five minutes a day. Particular attention given to neatness of blackboard work.

Geography.—Clarke's Geography, section relating to the Pacific States. Use of the Globe in Primary schools, illustrated. Elementary Map Drawing for Primary schools, illustrated. Exercises in local Geography.

Grammar.—Greene's Introduction. Weekly *ex tempore* composition on topics assigned by the teacher in connection with object lessons.

Boyd's Rhetoric.—Second Term.

History of United States.—Quackenbos', to Part Fourth.

Reading.—Willson's Fifth Reader, alternating with spelling. Daily drill of five minutes on the elementary sounds, from Willson's charts, and vocal exercises as specified in the State course of study.

THE

CALIFORNIA TEACHER.

NOVEMBER, 1867.

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THE ELDEST SCHOLAR.

READ BEFORE THE STATE INSTITUTE, BY RALPH KEELER, OF SAN FRANCISCO.

In every school-room there is, or should be, one eldest scholar; eldest, not necessarily in years, but in that species of heart-beats which is the true measure of time. Who is this eldest scholar?—for he is invariably the teacher's favorite, in the teacher's own despite, and in despite of Christianity itself, whose corner-stone is impartiality, even to ourselves. Who is this favored one, that sits with the teacher late and early, and follows him to his home—that will be with him on his death-bed, and stand with him, at last, before the judgment seat? Who is the teacher's eldest scholar? It is the teacher's self.

The preceptor never graduates out of his own class; yet he must keep in advance of his pupils, or he will fall behind them. There *is* a royal road to his geometry, and to the finer measurement of his soul; but it leads either above or below himself. The intellect has no middle ground.

The mind has a more sensitive constitution than the spirit-level, and never attains a perfect balance, even in a vacuum. Every word we utter, every scene we see, every sound we hear, every thought we think, elevates or depresses this level of the soul. Nay, so fine

is the balance that we are influenced by the unuttered thoughts—the wills—of those around us. This is why education can work *through* almost everything, even at our instincts. This is why the instructor, who is true to himself, and to the responsibilities of his high calling, is the modern apostle to his race; and this is also why—and with real sorrow be it said—that so many of us teachers are what the world calls "sticks."

Now, what is understood by being in advance of his class is not that the teacher should be more ready at the alphabet than his pupils, or able to "do" more "sums" in arithmetic, or to have a quicker perception of commas and interrogation points in the reading book. It is, rather, to keep his side of the spirit-level of head and heart constantly *up*, so that the fifty or sixty little souls before him shall not make an overgrown child of him—so that, in a word, he shall be his own eldest, and not his own youngest scholar.

For this power of association is no fancy. It has been remarked, more than once, that old couples—man and wife—gradually grow to have not only similar minds, but similar features. They become alike and look alike. Why, then, should a negligent teacher, after years of association with little girls and boys, not come to resemble little girls and boys—become, in fact, an overgrown child, the other name for social and mental "stick"—his own youngest scholar?

All preceptors, of either gender, may be classed under three heads: First—those who are truly their own eldest scholars. Second—Those who are sometimes their own eldest, and sometimes their own youngest scholars. Third—Those who are invariably their own youngest scholars. These last are, of course, the mental, moral, and social "sticks."

The preceptor who is truly his own eldest scholar graduates—never, indeed, out of his own and others' teaching, but—day after day, and year after year, higher up the scale of manhood. His weight makes a ripple in the living sea, that spreads beyond the borders of his State or country; and when at last he is summoned to sit in the auditorium of the angels, men say and feel that Lorin Andrews or Horace Mann is dead!

But with this, the first class, we have nothing more to do. The eulogium of the great educators pronounces itself daily in the good that is *not* "interred with their bones."

The second class comprises probably the majority of teachers, who get sometimes just a little above and sometimes just a little below what they were on entering the profession. Striking an average, at the end, their souls would be found to be about what they were in the beginning. They would have stood still if they could.

To a teacher of this class, the school-room is like what children call a "teeter." He sits at his desk on one end, and the scholars at their seats on the other. First, his side is up, and then theirs. Thus, he "teeters," with his soul for a fulcrum, vacillating forever, above and below himself.

Yet this is the class to which the destinies of society are consigned, for they are to educate the masses. These are the men and women who are to keep up the march of civilization, and they will do it! Because the average is not a degradation. Singly, they are ordinary mortals; collectively, they are heroes and heroines.

"God in history," is comparatively a late discovery, but He has always been there, shaping it as in the palm of His hand, knitting the yesterdays to the to-days, and the to-days to the to-morrows; linking by-gone cycles, heavy with *a priori*, to future æons, bright with the rainbow. Another great discovery has been made by the later centuries, and it is a real one, viz: "*The people in history.*" The masses hereafter, through God, will make history, and this, the grand second class of school teachers, will make the masses. The poor pedagogue is the modern Atlas that is to carry the world.

But it is to the third class—the painful part of our subject—that we are to confine ourselves. That there is an order of mental and social "sticks" in the profession, none of us will deny, though we all very naturally draw the line just outside of ourselves. This third class it is that has given to literature the types for its ideal, if not grotesque "Dominie Sampsons" and "Bradley Headstones" —good heart and bad heart—with intellect alike awry.

Now, school-teaching itself makes this third class of "sticks," but the "sticks," and not the school-teaching, are to blame for it. They have the same royal road to their soul's measurement and expansion that the great educators have had; but they have taken the downward direction, and have gone below their former selves.

A school-room of very young children is, probably, in one sense, the most solemn spectacle that has been left to man, since God walked visibly with him. The fifty little souls before the teacher are so naked and so new, the great Artificer has so lately left his handiwork, that we catch glimpses of the lingering Shekinah!

The primary school-room is a miniature republic, more perfect than Plato's. Caste begins on our side of the alphabet. No child is poor; no child is rich. Who shall gauge the destinies of the children in America who are learning their letters to-day? What orators, poets, statesmen, ministers, reformers, warriors, are beginning now the great mosaic-work of their careers in the little blocks of A, B, C.

There you have the Eden view of the school-room, but there was a serpent in Eden. If it had not been for this same serpent, in all probability, children would not have needed schools, and teachers would not have been—in peril of curtailed salaries. All of us, perhaps, would have been at this day contented shepherds and shepherdesses on the banks of the Euphrates.

After Eden, came the fall, and so, something stronger than an analogy has come down, through the ages, to the school-room; after the alphabet, the devil. "Were it not for the necessity of having men, it would be well to abolish boys" at that peculiar age when they are liable to be mistaken for imps. It seems to your lecturer that he would take exquisite pleasure in being burned at the stake for his firm belief that boys are the cruelest and girls the most treacherous of all animals. Flaxen-haired little angels, between the mortal ages of eight and twelve years, are often very constant —to the purposes of a drama; and small boys with large honor and truth, have often been imported to this coast—in novels. They have not walked out among us in any other form.

A boy's honor, by the way, is a very good thing to appeal to—not so much that it makes an accomplished liar of him as that he may mistake force for honor. A "Roll of Honor" in a school-room is a good thing, too; but it is very well to hang a large club directly over it; or, where the "Roll of Honor," as in some cases, is in the form of a scroll, the stick that it turns upon should be prolonged at the ends, so as to be seen of all boys. Taking, then, the stick or club as the symbol of force, and the parchment or paper

as the symbol of honor, and you would have about the correct idea of the whole matter; they are so intimately wrapped one about the other. Leaving out the exceptions, which verify the rule, we are constrained to say that boys can be forced into honor, but not honored into the benefits of force. Bind one gently about the other, and you have your sentimental and effective "Roll of Honor."

But this is becoming almost an episode. Let us return to our argument. Now, in our little perfect republic of a school-room, we have, probably, on the very next seat to the poet, the embryo pick-pocket. The future warrior may be plotting his first battle with the little murderer who sits on the seat back of him. The teacher may not see the threatening fists, but she will hear of it after school. The little great thief of future times may be, at this moment, abstracting the slate pencil from the one and only pocket in the trowsers of the embryo reformer. Some of the sainted wives and mothers of the next generation are unquestionably, at this minute, pulling one another's amiable hair. And even worse than this: some of the little future clergymen are wrestling with the devil in a juvenile way—and are getting worsted!

The fact of the matter is, the best of children are at times bad little animals, and make bad cases out of all teachers who don't keep their souls out of their reach. This is why school teaching, of itself, has a tendency to make "sticks" of us.

The man or woman who sits from day to day, and year to year, in the presence of fifty or sixty child-minds, cannot help but be influenced by them. Fifty or sixty little minds are too much for his or her big one—provided it is a big one. The teacher must counteract this influence, or he or she will become an overgrown child. The boy's delight in stoning and torturing helpless animals will become his or hers, only he or she will use it on a higher order of God's creatures—on his or her own neighbors. The girl's love of backbiting and talebearing, and the boy's and girl's naked selfishness, will be assimilated and used in a thousand hard ways on society, till society, in its own defense, brands us as "sticks."

The school teacher's opinionativeness and proverbial disregard of the feelings of others, come partly, indeed, from the habit of dogmatizing and domineering over children, but still more by imbibing and imitating the devil in children. The crabbed school marm who

will go out of her way to be rude and insulting to a gentleman, just because her sex shields her from chastisement, has surely not kept up her side of the spirit-level of the soul. Her own pupils have risen above her. She has been her own youngest scholar.

Look at the countless disappointed women—not here, but in the East—that stand, melancholy monuments, on the wayside of this royal road downward—pillars of salt, looking backwards on the Dead Sea of humanity! Look at the men, who become gradually unfit to be led downwards by their own pupils, and who have graduated the wrong way so far that the world brands them worse than "sticks," and expresses its acme of contempt in voting them unworthy even to teach school!

There you have the Eden view, without and with the serpent. Now for the means of redemption. How can the teacher best keep up his side of the spirit-level? How can he be, in the true sense, the captain of his own company—his own eldest scholar?

Since the soul cannot stand still, he must give it a vantage-ground; he must remove the pressure that keeps it down; he must give it enticement to rise; he must put it into an atmosphere where the spirit of the level will not sink into the dull wood and brass, but where it will rise and not evaporate. The teacher must have some one line of upward flight for the soul. He must learn to do one good thing, and learn to do it well; something outside of his profession, to keep his head and heart fresh—something outside of his profession, and yet that shall shed back a mellow light upon it; something to live for outside of routine; something broader than the rule of three to busy his head and hands upon; something that shall take hold of his heart, and emblazon the bi-corporate shield of his face with the gules of hope. This is the heraldry and this the leadership by which the infantile hosts can best be marshaled to battle with the allied legions of ignorance and wrong.

It is said that over the great library of Alexandria was placed this inscription: "Medicine of the Mind." Now there is no danger of our taking too much of it in America. The practical tendencies of the age will prevent our becoming bookworms. This, then, is the prescription that your lecturer would humbly exhibit for the soul sickness—this *lapsus capitis*—so common with teachers: Books, books, good books! Take one line of flight, and take

books for wings, and if you have chosen within reason you cannot fail to reach your aim. It is an old proverb, "No excellence without labor." The converse is new, and also true: No (well directed) labor without excellence.

Now, for instance, no one, probably, has ever read the life of Benjamin Franklin without being the better for it. George Stephenson could not read before he was twenty, but his locomotive never went till after he had learned to lean on books. Why, the stable-boy is a better stable-boy for knowing the story of Alexander and his horse, Bucephalus. The prize fighter would be a better prize fighter for being intimate with the history of Spartacus and the Colosseum. So if the line of flight which the teacher has chosen be no higher than that of the skillful management of a horse, or the high cultivation of his or her muscles, it can best be done with the joint aid of books; and either of them were better done than the tiresome nothings that so many of us engage in. It would surely take some of the warps out of our souls.

What a grander empyrean, however, extends above and beyond all this to tempt the teacher! There is scarcely a science or an accomplishment—the other names for the expansion of the immortal part of us—which is not attainable by the devotion of one hour a day persistently. There is no proper end to student-life. The teacher may be tired and all that, but he or she will surely find that where the soul is interested, variety of employment is the best means of rest.

Books are the sure pinions that will bear the teacher to this high empyrean—pinions that will not melt as he nears the sun. Look at the directions, the lines of flight for his soul to take: History, that holds one century up in the light of another, and teaches wisdom by example and imitation, as we are taught the dialect of our mothers. Literature, that makes Arcadia in deserts, and is as boundless as our sorrows and our hopes; with Poetry, the blessed pilgrim that tells her beads alike at the wayside chapel of the cottage or the palace, the shrine of her pilgrimage forever in the human heart. Language, which is the flower of the ancient and modern world's intelligence. Mathematics, that shackles the universe to the properties of an ellipse. Botany, that discovers one formula, governing alike the growth of leaves and the perfect bal-

ance of the planetary spheres. The Natural Sciences, for which the microscope has discovered an inhabited world in a drop of water. Then the Telescope, through which philosophy, looking backwards as it were from the stars, discovers this vast earth to be but an inhabited drop of water in the great sea of creation.

Pursue one of these lines of flight for an hour of every twenty-four, and there is no danger of your becoming your own youngest scholar. A great poet has said, "An undevout astronomer is mad." An analogy runs through the other sciences. "Books are the best men taken at their best." The teacher who walks with Plato through the groves of the Athenian Academy, at night, will not grovel with his worst pupil the next morning. The teacher who spends one hour a day with the great, meek Newton, on the shore of the vast ocean of knowledge, will pick up many valuable things —hidden pearls for his soul—and his pupils will not be long in appropriating, unconsciously, his treasure trove.

If there is one in this assembly who catches and profits by what is here said, it will be ample pay, and, it is hoped, ample excuse for the earnestness and prolixity with which this point is dwelt upon; for it is honestly, though may be fallaciously, believed that that one person will henceforth be a happier being. If there is anything positive about happiness, it consists principally, in the absence of its opposites—pain and sorrow. Most all of our joys are imaginary. The glamour of the imagination makes the broom-stick horse, for the child, a better one than the flesh and blood horse for the grown man. All the pride and elation of the elder equestrian are with the younger—without the fear of a fall, or apprehension about the price of oats. We have not time to illustrate further, but, for purposes of happiness, the ideal is better than the real. The mind, like the body, soon exhausts itself and grows restless, and its possessor miserable, without its proper food. This is the cry of the thirsting soul for the cooling fountains. There is a familiar story of some man of note, who saved himself from madness by means of a pin. Confined for years in a close dungeon, he employed himself by throwing the pin from him at random, and searching for it in the darkness. The teacher, then, must look for his redeeming employment and his highest felicity in books—"books, the sweet chloroform of the mind;" the great tangible ideal of all; the mi-

rage that flies not at our coming, but opens up the cooling fountains for the thirsty soul.

Just read the lives of the great educators, and you will invariably find that they did not confine themselves to the *curriculum* of the common schools, but that they actually had one favorite branch of science, to which they devoted themselves more than to any other. This science, you will find by consulting biography, was almost invariably one or the other of the two cognate sciences, neither of which has as yet been alluded to here, viz: Mental or Moral Philosophy—fields so boundless, and yet so constant, that to our weak intellects, they seem to repeat themselves forever.

Now, what has been recommended is within the reach of the humblest of us. To be your own eldest scholar, you need not be a grammar-master, or his lady assistant; you need not be a college graduate, or have wasted your money at a foreign university. You need nothing but your own glorious vernacular—the language of Milton and Shakspeare. Many have the gift of tongues, and are not apostles. Nevertheless, every new language acquired *should* afford new vantage-ground and new speech for the immortal part of us. Learn the languages, therefore, if you can and like; but you can be your own eldest scholar without them. When these college-bred young men, or old, swagger before you, and read you long lectures, like this, you can suggest that there are a hundred millions of people, more or less, who are, in different parts of the globe, reading the English language, and that they never have read and never will read all the good books in it.

In conclusion, therefore, it is believed that what has been here recommended—along side of religion—is the only safe anchorage for the teacher's drifting soul. One hour spent in an ennobling pursuit will make the remaining twenty-three of the day happy. If any one has found happiness outside of a busy head and an enlisted heart, he would make money by exhibiting himself as a natural curiosity. He is happiest who does the most good; he is next happiest who does the most.

The teacher has a consolation and encouragement that the member of no other profession shares equally with him. Whatever good he does himself acts in geometrical ratio upon his race. It is a well-known fact that the teacher is more hours a day with the child

than the parent is, and it is well so. The fifty children of a class should be educated for the interest of something else and some one else besides themselves or their parents. One can better educate them for the general and broader interests than the fifty parents could.

It will be seen, therefore, that the school-room is no place for "sticks"—mental, moral, or social. If "the evil that men do lives after them," the responsibility is too crushing. Great truths and great reforms are best taught to the young. I firmly believe that slavery was first abolished in the school-rooms of the North. The wrongs of the African race had not reached the district school-house in the generations before us; but they had in ours. While at the same time and in the same places—though always few and far between—the children of the South were learning to love slavery better than the Government. The school children of the North, grown men, marched from the grammar and high schools of the Eastern cities, and from the log school-houses of the West, and were the conquerors. Truth was triumphant in the end, as it always is—triumphant beyond the hopes and intentions of its instruments. The grown school children of the North were militant in the great army of the Republic, but were purblind camp followers in the greater army of Truth.

In the march of modern civilization, the school teacher is the greatest general. His conquests repeat themselves forever on his kind. We owe it, then, to our responsibilities, and to our manhood and womanhood, to be in the van, and not in the rear, of our own legions. In a word, to be our own eldest scholar. The ranks that we head, to-day, will go on with the impulse of our leading when we are gone. This is the consolation and the glory of the weakest of us, who has done his or her best. With our side of the spirit-level of the soul well up, we may not leave a name for the lips of men, but we shall do acts and leave impressions on our race that will go on with accelerated force, and make the world better that we have lived.

EASTERN CORRESPONDENCE.

DETAINED at Greytown two days to make the *connection* with the New York steamer, I thought it would be interesting to visit the school in that curious country. I had been told that it was in operation, and taught in the English language by a learned and highly accomplished colored gentleman. Having prepared myself by a somewhat elaborate toilet, I sought the school house, and found it closed. I stepped into a store near by, and ascertained the reason. The school was *always* closed on the arrival of a steamer if the passengers were detained, because the teacher was a barber, and never taught when there was any shaving to do. Thus even in Musquitodom the "*humble occupation*" plays second fiddle to "*practical life.*"

If any young Californian, accustomed to hearing the country school houses of his State apologized for by the *newness of the country*, wishes to have his contempt for the poor school houses, barns and other buildings of his own State lessened, and his respect for California institutions generally exalted, let him come here to eastern New York and western Connecticut. If that package of double-distilled energy, you delight to call your State Superintendent, had the power, and if he had I know he would use it, to call for the "number of school houses that disgrace the State" in New York or Connecticut, he would find it desirable to ask how many do *not* disgrace the State, in order that he might have much the smaller numbers to deal with. In the very golden spot of Dutchess county, a rich district, there are three neighboring school houses within a mile of each other, whose collective value when *new* would not have exceeded that of an ordinary barn on a very ordinary farm, and now, they do not even keep out the wind and rain. Of eight school houses I have seen in two adjacent towns, only *one* is new, and one has an apology for a fence. Three have privies without doors, and two of these are situated on the public highway. The Superintendent of New York says that his State has over two thousand schools, without any at all. The churches are *universally* neat, and *generally* quite expensive. I have not yet seen one without a substantial and even handsome fence. In each neighborhood there are men, and they are not few, who could easily

afford to build a handsome school house once a year, and yet they allow their children to grow up, spending by far the greater part of their most active hours in buildings that are on a par with and exactly resemble in material, color, situation, and almost in size their hog pens. In Salisbury, Connecticut, I visited a school the ceiling of which was less than sixteen inches above the teacher's head, and her waterfall was not so placed that it added anything to her height. In not one of these schools did I see a single map or chart, or apparatus of any kind. In all I found intelligent young women as teachers; but the difference between the graduate of a normal school and that of a neighboring "seminary," could be detected in the first recitation I listened to. In all the milk-rooms, ice-houses and corn-cribs, the means for securing ventilation are not only ample, but conspicuous; but in the school houses I visited, and I am told that they are fair specimens, it might be said with truth that not the *least* attention is paid to ventilation, since the very small windows are *always* immovable from the top, and *sometimes* from the bottom. That such intelligence, education and refinement as are seen here everywhere are common, is to be attributed to the stock, to the essential nature of the people themselves. No people could be brought up to this high standard of enlightenment by a superior people with means so plainly inadequate; for we must remember that large masses of our New England folks never have access to any other means of intellectual cultivation than is afforded by these little schools, which, poor as they are, are still an improvement on what used to be. It ought to be mentioned in this connection, as a mere matter of justice, that much of this neglect of the district school is to be attributed to the fact that those who can afford to do better by them are apt to consider them as only temporary makeshifts, to which their children are to be sent only until they become old enough to be sent to the "seminary."

In Lakeville, (Ct.) I visited a "School for Imbeciles." This is a very extraordinary school. It is not a lunatic asylum, and no insane person is admitted; it is not a deaf and dumb asylum, nor indeed an asylum of *any* sort. It is strictly what its name imports, a *school* for those who from any cause, physical or moral, congenital or accidental, suffer from a want of *ordinary mental activity*.

There are only three others in America: one in New York, one in Massachusetts, and one in Pennsylvania. In a strictly professional point of view these schools are of interest, because they are obliged to note and work upon more slender relations between matter and mind, and because they are compelled to dig deeper to find a foundation upon which they may build, than other educational institutions. Every grade, from great *backwardness* to absolute *idiocy*, is represented here. On account of the high estimate which mothers generally and naturally make of their children's mental capacity, and the general prevalence of commendable family pride, none but those so extremely backward as to verge on idiocy are sent here. As a consequence, it would not be far wrong to class them in mass as idiotic. Their principal characteristics are want of speech, want of volition, want of power of attention, extreme gluttony, inability to feed or dress themselves, and *very* filthy habits. Generally, when they enter the institution, even at the age of ten or fourteen years, they are either totally unable to enunciate even a single word, or at most can say a few isolated words; generally the names of objects, and perhaps one or two adjectives, as good or bad. One of the difficulties to be overcome is to distinguish between the imbecile and the child who is mute only because he is deaf. Parents sometimes bring children not wanting in intellect, but who seem so on account of deafness. On the other hand, there are children in the deaf and dumb asylums who ought to be here; but while it is very easy to convince a parent that the intellect of his child is sound, and the trouble lies only in its inability to hear, it is frequently found to be impossible to make him believe that reverse.

The means relied upon to work with this material is the obvious, though difficult one, of beginning at the exceedingly low level of the subject's comprehension. The most essential characteristic of idiocy is the absence of moral volition, and the treatment is the development of the *will*. As the mind cannot be at all affected without *attention*, this faculty is *awakened* and *developed* by means of physical exercises; but the *senses* are addressed only as *means* of getting at the *mind*, for many idiots are physically perfect. In fact, although intemperance, disease and imbecility in the parents give rise to much idiocy, yet a majority of the parents of the

subjects investigated were reported as robust in health and up to the average in intellect, while the parents of about twelve out of one hundred and fifty were set down as more than commonly intellectual. The most difficult thing to teach is speech. It frequently requires persistent efforts during two years to teach one to enunciate the first word. That word, however, is the key to the powers of speech; for although the average idiot, when he leaves the institution cured, is able to frame such sentences as may express the commonest ideas, he rarely has the ability to do more; and as his vocabulary is very limited, he soon learns it after his attention and will have been sufficiently developed to enable him to utter the first word. One little girl, who had not enough mentality to work her jaws at will, was inducted into that desirable condition by having her attention called to the act while masticating hard biscuit. She was rewarded with candy for doing that which she always did without thought. Although many learn to read, and some quite well, yet it is rare that any one of them is ever taught the letters. The most promising of them learn something of geography and grammar. Arithmetic is the most difficult thing for them to comprehend. Very few idiots enter with the ability to count as far as five, and they never go beyond the fundamental rules. Of course, all the teaching done here is *real*. There are no book lessons to be merely heard. The active mind of the teacher is brought into palpable contact with the dormant one of the pupil. Such *object lessons* as fitting blocks of certain sizes into cavities made to receive them, are here as vital a part of school work as are reading and spelling in an ordinary school. Stringing buttons on a wire, selecting forms, assorting colors, etc., are here no mere plays.

For fear of making this letter too long, I will close now with a few interesting items, which I culled from official reports. Of 531 cases, 316 were congenital, 113 not congenital, and 97 not known. Of 156 cases, in 59 the head was normal, and in 97 abnormal. In 159 cases, 73 were active, and 86 stupid. In 154 cases, the eyes of 72 were bright, and of 82 dull. In 137 cases, the hearing was quick, and in 35 sluggish. In 128 cases, 88 were sensible to musical sounds, and 40 not. Of 252, 186 could not dress themselves. In 160 cases, the parents of 20 were cousins.

This institution was originally founded by Dr. H. M. Knight, as

a private enterprise, but the nobleness of its design and the known philanthropy, talent and executive capacity of its founder induced the Legislature of Connecticut to make it a State institution. Action in the matter was accelerated by the report of a committee appointed to investigate the matter. They found idiots in numbers that astonished them, and of the brutality committed by and on account of them. I will mention only one case. The town of A. *hired* an idiot in the town of B. to marry a female idiot of their own. In four years the town of B. had to support three idiot children, beside their parents. Dr. Knight says that he can find ten idiots in a town, in which the physicians and ministers declare there is not one.

What a Teacher Should Do.—Thoroughly understand what he attempts to teach; prepare *himself* for each lesson assigned; require *prompt* and *accurate* recitation; assign short lessons; banish all books at recitation except in reading; call on pupils promiscuously; ask two questions out of the book for every one in it; teach both by precept and example; manifest an active interest in the studies of his pupils; make the schoolroom cheerful and attractive; he should be courteous in language and action; cultivate a pleasant countenance; require prompt and *exact* obedience; *insist* upon *attention* from the whole class; make *few*, if any rules; avoid governing too much; let his pupils understand that he *means* what he *says;* visit the parents of his pupils; encourage parents to visit the school; visit the schools of others; subscribe for some educational journal; attend teachers' associations and institutes; he should dignify and elevate his profession by his personal worth, as well as by his skill and scholarship.

What a Teacher Should Not Do.—Never talk much nor loud; never promise what he cannot perform; never threaten for *anticipated* offenses; never be hasty in word or action; never punish when angry; never speak in a scolding, fretful manner; never be late at school; never tell a pupil to do a thing, unless convinced he can do it; never yield anything to a pupil, because he looks angry; never tell a child what you can make him tell you; never use a hard word when an easy one will answer as well; never allow tale-bearing; never magnify small offenses; never believe all you hear; never assign long lessons.

Resident Editors' Department.

County Superintendents Elect.—The following is a list of County Superintendents elect, so far as we have been able to learn: County Superintendents of the counties not named, will confer a favor by forwarding the names of officers elect.

Alameda.—A. L. Fuller, Teacher; *Butte*—C. G. Warren, Teacher: *Contra Costa.*—Alfred Thurber, Teacher; *Los Angeles.*— ——— Barrows, Teacher; *Marin.*—A. Barney, Editor; *Mendocino.*—C. C. Cunningham, Teacher; *Monterey.*—Thos. W. Clay, Teacher; *Nevada.*—E. W. Preston, Teacher; *Placer.*—S. R. Case; *Sacramento.*——— Dr. Trafton; *San Bernardino.*—W. S. Clark; *San Francisco.*—James Denman, Teacher; *San Joaquin.*—Melville Cottle, Teacher; *San Luis Obispo.*—Jos. H. Gooch; *San Mateo.*—H. N. Nutting, Teacher; *Santa Barbara.*—A. B. Thompson; *Santa Clara.*—W. A. Braley, Teacher; *Santa Cruz.*—H. E. Makinney, Teacher; *Sierra.*—Joseph H. Thorp, Teacher; *Siskiyou.*—Grove K. Godfrey, Teacher; *Solano.*—Milton Wasson, Teacher; *Sonoma.*—C. G. Ames, Teacher; *Tehama.*—G. W. Jeffries; *Yolo.*—R. R. Darley; *Yuba.*—Isaac Upham, Teacher.

Report of State Normal School for four Weeks, ending October 4, 1867:—

Whole number of days' attendance	2039.5
Whole number of days' absence	166.5
Whole number of tardinesses	119.
Whole number of males on Register	19.
Whole nnmber of females on Register	101.
Whole number enrolled	120.
Average number belonging	108.1
Average daily attendance	99.97
Percentage of attendance on average number belonging	.92+
Number of new pupils entered	9.
Number left	10.

The American Educational Monthly has taken unto itself the New York Teacher, and will commence its new volume with the January number. This is an excellent match. Both parties are widely known and respected; and we have no doubt the union will be greatly promotive of educational interest. Address J. W. Schermerhorn & Co., 430 Broome St., New York. $1.50 per year.

FORMS OF THE VARIOUS STATE CERTIFICATES.

No. —.

FIRST GRADE STATE CERTIFICATE.

STATE OF CALIFORNIA. [Seal] DEPARTMENT OF INSTRUCTION.

The State Board of Examination having examined.....
in compliance with the provisions of the Revised School Law, hereby issue this

FIRST GRADE STATE CERTIFICATE,

which entitles the holder to teach in the Common Schools of this State, as Assistant of a City Grammar School, as Principal of a City Primary School, or as Teacher of a County School of any grade, and which shall remain valid for the term of four years from date.

.....
Superintendent Public Instruction.

State Board of Examination.

DEPARTMENT OF INSTRUCTION,
San Francisco, ... 186

No. —.

SECOND GRADE STATE CERTIFICATE.

STATE OF CALIFORNIA. [Seal] DEPARTMENT OF INSTRUCTION.

The State Board of Examination having examined.....
in compliance with the provisions of the Revised School Law, hereby issue this

CERTIFICATE OF THE SECOND GRADE,

which entitles the holder to teach in the Public Schools of this State, as Assistant in a City Grammar School, or as teacher of a Second Class ungraded County School, and which shall remain valid for two years from date.

.....
Superintendent Public Instruction.

State Board of Examination.

DEPARTMENT OF INSTRUCTION,
San Francisco, ... 186

No. —

THIRD GRADE STATE CERTIFICATE.

STATE OF CALIFORNIA. [Seal] DEPARTMENT OF INSTRUCTION.

The State Board of Examination having examined.....
in compliance with the provisions of the Revised School Law, hereby issue this

CERTIFICATE OF THE THIRD GRADE,

which entitles the holder to teach in the Public Schools of this State, as Assistant in a City Primary School, or as Teacher of a Third Class Ungraded County School, and which shall remain valid for the term of one year from date.

.....
Superintendent Public Instruction.

State Board of Examination.

DEPARTMENT OF INSTRUCTION,
San Francisco, ... 186

The New Jersey Normal School. — The State Normal School opens with a larger number than have ever before been in attendance at one time. There are one hundred and thirty-six pupils in the Normal department, one hundred and forty-four in the boys' department of the Model School, and one hundred and ninety-three in the young ladies' department; total four hundred and seventy-three. The Farnum Preparatory School at Beverly likewise opens with about fifty per cent. above its usual attendance at this season of the year, having one hundred and eighty-one. The prospects are that the Beverly school this term will reach two hundred, and the Trenton school go considerably above five hundred. In view of an expected increase in the number of boarding pupils, the trustees, during the vacation, fitted up for this purpose the large double building adjoining the former boarding house, but both buildings are completely filled, and are unable to accommodate all who are applying. There are one hundred and twenty-six young ladies now boarding at the hall. The average age of the class admitted to the Normal School is nearly nineteen.

Harper's Writing Books.—We have received from A. Roman & Co. four numbers of the series in course of preparation, which, when complete, we believe, will comprise ten parts. They are designed to teach symmetrical penmanship, and have marginal drawing lessons on each page. The motto of the series is selected from Horace Mann—"I believe a child will learn both to draw and write sooner, and with more ease, than he will learn writing alone." The series, so far as published, is, in our judgment, by far the most satisfactory set of writing books yet prepared.

Election.— As we go to press on the 15th; and the election for Superintendent of Public Instruction is appointed for the 16th; our Eastern readers will not be disappointed by finding no record of results in this number of the Teacher.

New Books.—We have received the following new books:

Essays on Art. By Francis Turner Palgrave. Late Fellow of Exeter College, Oxford. New York: Hurd & Houghton. San Francisco: A. Roman & Co. pp. 330.

There may be here and there in California, persons who are interested in what pictures were visible in the Royal Academy Exhibitions of 1863, 4 and 5, but we imagine the number is so small as to make this republication of criticisms a labor of love rather than of profit to the publishers. To our own readers we may say that they would gain little by investing in the volume.

Poems. By Charles Warren Stoddard. San Francisco: A. Roman & Co. pp. 123.

A most daintily published volume is this of our California poet; so that the very luxury of paper and type-marks would induce men to read over the poems, were they less worthy than they are. Not possessing very much of the divine afflatus which produces sterling verse, our book Editor still looks lovingly at this new work, and recognizes in its author such merit as promises well for his future.

A Primary Geography. By James Cruikshank, LL.D., Editor of the New York Teacher, and Assistant Superintendent of Schools, Brooklyn, N. Y. New York: William Wood & Co. pp. 88.

In the State of New York, the author's name will be sufficient to attract every teacher's favorable attention to this Primary Geography. We have known him since he entered upon his noble career as an educator, and have always believed in him and loved him. His energy and talents rescued the New York Teacher from the pangs of death, and for the last ten years, at least, preserved it in a healthful and useful existence. His practical experience as a teacher, and his extended acquaintance with practical teachers in the Institutes, have given him peculiar facilities for preparing a text-book which should combine, as far as possible, the excellencies of all systems into one. The educational system of this State being of such a nature that no change in text-books for some years is practicable, we need enter into no extended notice of our friend's book; but we may say without prejudice that every teacher may find it of use to examine it for himself, especially the introduction, which is of singular interest.

The Principles of Biology. By Herbert Spencer. Vol. II. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 566.

This book, which is profitable rather for close thinkers than for the masses, has been for the last two years publishing in numbers at London. It contains three parts, viz: Morphological Development, Physiological Development, and the Laws of Multiplication; each full of scientific facts, with varied deductions therefrom. It cannot become a very popular work; but the persons who master it will establish, by such mastery, a good claim to rank among the *educated* of the world.

Homespun; or, Five and Twenty Years Ago. By Thomas Lackland. New York: Hurd & Houghton. San Francisco: A. Roman & Co pp. 346.

Containing a series of pleasant papers on country life apparently in New England, this book deserves in itself a more extended reading in the United States, at least, than the Queen's book, elsewhere noticed in this number of the "Teacher." It notices at some length many of the events which went to make up the round of living in the regions described, including the country store, the country tavern, and the district school. For ourselves, we greatly prefer Thomas Lackland to the Queen, and hope to have some more sketches from his genial pen.

The Articles of Confederation vs. The Constitution: The progress of nationality among the people and in the Government. By L. Bradford Prince. New York: G. P. Putnam & Son. San Francisco: A. Roman & Co. pp. 125.

This little volume contains an able discourse on the subject named, and was originally prepared as a prize essay at the Columbia College Law School. We have seen nothing which so concisely sets forth the difference between the Articles of Confederation and the Constitution; and we commend it therefore, to all our readers.

THE EARLY YEARS OF HIS ROYAL HIGHNESS THE PRINCE CONSORT. Compiled under the direction of Her Majesty the Queen, by Lieut.-General the Hon. C. Grey. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 371.

The private life of persons who occupy prominent positions in the world is always an interesting subject for the public. This volume, apparently the first of a series, was prepared under the special direction of Queen Victoria, and contains many items written by her own hand. We presume all the ladies will read the work, which we pronounce to be as interesting as could reasonably be expected. Leaving out of view the illustrious surroundings of the position occupied by the parties, the narrative would hardly command special attention; but the mere fact that a Queen and her husband have their private life unfolded herein is of sufficient importance, perhaps, to take the literary character of the work into a province beyond criticism. It should be noted, moreover, that it was not at first designed for the public, but "solely for private circulation among the members of the Queen's family;" hence many things are with propriety included which would otherwise have been omitted.

CARRIE CARLTON'S POPULAR LETTER WRITER. A valuable assistant to those engaged in Epistolary Correspondence, and peculiarly adapted to the requirements of California. Containing a Treatise on the Art of Letter Writing; a valuable collection of letters illustrative of the hints therein contained, and adapted to nearly every relation in life; and a few hints on social politeness, not always found in works of this kind. San Francisco: A. Roman & Co. pp. 181.

This is the latest of Roman & Co.'s publications, and one of the most practically interesting. The long title page which we have quoted contains in itself an excellent notice; and when we say, after reading the entire volume, that the title page tells the truth, we have said enough to justify our readers in the purchase of this unique production.

METEORIC ASTRONOMY. A Treatise on Shooting Stars, Fireballs, and Aerolites. By Daniel Kirkwood, LL.D., Professor of Mathematics in Washington and Jefferson College. Philadelphia: J. B. Lippincott & Co. San Francisco: A. Roman & Co. pp. 129.

This is a beautiful little volume, bringing the theories and facts relating to its subject down to the latest date. It contains in small compass and attractive form a large amount of information, and deserves an extended circulation.

A TREATISE ON ASTRONOMY, Spherical and Physical; with Astronomical Problems and Solar, Lunar, and other Astronomical Tables. For the use of Colleges and Scientific Schools. By William A. Norton, M.A., Professor of Civil Engineering in Yale College. Fourth Edition; revised, remodeled and enlarged. New York: John Wiley & Son. San Francisco: A. Roman & Co. pp. 443. Tables pp. 115 and plates.

We cannot too highly commend this royal volume. It must stand at the head of all text books on Astronomy. For conciseness, excellence of arrangement, and thoroughness of treatment, it leaves nothing to be desired. Our opinion of the work is thus comprehended in a few words, which might easily be extended to many pages of the TEACHER.

The Culture Demanded by Modern Life: A series of addresses and arguments on the claims of Scientific Education. By Professors Tyndall, Henfrey, Huxley, Paget, Whewell, Faraday, Liebig, Draper, De Morgan; Drs. Barnard, Hodgson, Carpenter, Hooker, Acland, Forbes, Herbert Spencer, Sir John Herschel, Sir Charles Lyell, Dr. Seguin, Mr. Mill, etc., with an Introduction on Mental Discipline in Education. By E. L. Youmans. New York: D. Appleton & Co. San Francisco: H. H. Bancroft & Co. pp. 473.

This is a book for every educational library. It contains the best thoughts of many eminent educators. There is now no good reason why any professional teacher should fail to become acquainted with the ideas of such men as are named on the title page, upon such subjects as Mental Discipline; the study of Physics, Botany, Zoölogy, and Physiology; the Education of the Judgment, the Educational History of Science; the study of Economic Science, Political Education, Early Mental Training; the Development of Scientific Ideas, and the Scientific Study of Human Nature.

Little Dorrit. By Charles Dickens. With original Illustrations, by S. Eytinge, Jr. Boston; Ticknor & Fields. San Francisco: A. Roman & Co. pp. 480.

The eighth volume of the "Diamond Dickens" comes promptly to hand, and well sustains the reputation earned by its predecessors for beauty of form, excellence of illustration, and cheapness of price. We should like to have this series continued indefinitely, for each issue furnishes for us a new pleasure.

Half Tints: Table D'Hôte and Drawing Room. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 232.

A very pleasant talk by a man who knows the world, and keeps his eyes open at the hotels where he finds a home. There is nothing in it of extraordinary importance; but the things that are noticed, are very well described; and the book serves a good purpose for enjoying the half-hour after dinner.

Mental and Social Culture: A text book for Schools and Academies. By La Fayette C. Loomis, President of Wheeling Female College. New York: J. W. Schermerhorn & Co. San Francisco: H. H. Bancroft & Co. pp. 118.

This is mainly an abridgment of "Watts on the Mind." The additions are judicious; and the whole forms a book well adapted to help young people in their efforts at self-improvement.

Primary Systematic Human Physiology, Anatomy, and Hygiene. A new and improved method of analysis and classification, both simple and complete, practical and interesting, adapted to the use of young scholars. Many new and complete illustrations. By T. S. Lambert, M.D. New York: William Wood & Co. pp. 178.

There seems to be a tendency in authors of school books to put upon the title page of their works enough to convey an idea of the contents, so that the notice of some books would be very satisfactory (to the publishers) if the journal receiving them should simply insert as editorial the actual title. Such an indorsement saves trouble, and when it may be *truthfully* made, *as in the book before us*, the necessity for further remark is entirely removed.

THE SUNDAY MAGAZINE for 1866. Edited by Thomas Guthrie, D.D. London and New York: Strahan & Co. San Francisco: A. Roman & Co. pp. 851.

We are not acquainted with any uninspired volume so rich in matter which is every way adapted for Sunday reading as this. Its ample pages bear witness of unwearied effort on the part of the editor, and most able co-operation on the part of the contributors. It is catholic in spirit, beautifully illustrated, and contains articles for the oldest and youngest. We esteem the family happy which possesses this volume among its treasures for passing lightly and most pleasantly the sacred hours. The work is classed among the subscription books of Messrs. Roman & Co.; and we are assured that that enterprising firm are prepared to make favorable terms with any of our country teachers, who may desire to increase their income by supplying their acquaintances with facilities for intellectual and moral improvement.

THE COLLEGE, THE MARKET, AND THE COURT; or Woman's Relation to Education, Labor and Law. By Caroline H. Dall. Boston: Lee & Shepard. San Francisco: A. Roman & Co., pp. 498.

This book contains nine carefully prepared lectures upon the subjects set forth on the title page, and an appendix of more than 120 pages, in which many of the recent movements bearing upon Mrs. Dall's themes, are duly chronicled. We have read all that the author has given us in this book, and, if not fully convinced, are certainly silenced as to any opposition to her views respecting woman's mission. We regard her position as fairly sustained. What those positions are, we advise our readers to examine for themselves. The time so passed will be well spent. It is a fresh, earnest book, worthy of an extended circulation, and must exercise a vast influence in settling the questions involved if its readers give unprejudiced attention to its statements, and exhibit their candor by receiving the logical results of the facts set forth.

LITTLE BROTHER; and other Genre-Pictures. By Fitz Hugh Ludlow. Boston: Lee & Shepard. San Francisco: H. H. Bancroft & Co. pp. 293.

Four of Fitz Hugh Ludlow's best stories are contained herein, to wit: "Little Brother," "Fleeing to Tarshish," "Little Briggs and I," and "A Brace of Boys." When we say his "best stories," we say enough to recommend the book to all who are fond of lively writing of this character. It is a good friend to have in the vacation country hours.

THE HOUSEHOLD OF SIR THOMAS MORE. By the author of "Mary Powell." New Edition; with an Appendix. New York: M. W. Dodd. San Francisco: H. H. Bancroft & Co. pp. 257.

A beautiful volume written in the choicest style; and carrying us back to the scenes of 1535 in England. It is well for us in this busy land to sit down with such a volume as this occasionally. We come back to our work with willing hearts. If times *are* bad enough now, they are immeasurably better than they have been. But through all these years there is the deep current of human living, joys and sorrows; and through them all we find that in the essentials, humanity is one. We commend "The Household of Sir Thomas More," especially to our lady friends.

HEAVENLY ECHOES. A new collection of Hymns and Tunes for Sunday Schools and Social Meetings. By Horace Waters. NewYork: C. M. Tremaine. San Francisco: H. H. Bancroft & Co. pp. 127.

A fine collection of Sunday School hymns and music, embracing many of the old favorites, besides a goodly number of new hymns and tunes that are likely to become dear to the hearts of the children wherever used.

ALICE FORBES OF HOWGLEN. A novel, by George MacDonald, M.A., author of "Annals of a Quiet Neighborhood," "Guild Court," etc. etc. New York: Harper & Brothers. San Francisco: A. Roman & Co. (paper). pp. 171.

A Scotch religious novel, forming No. 294 of Harper's Library of Select Novels. Well worth reading.

RUDIMENTS OF THE GERMAN LANGUAGE. EXERCISES IN PRONOUNCING, SPELLING, AND TRANSLATING. By Dr. F. Ahn, author of the "New Method of Learning the German Language." American edition. Improved and enlarged. New York: E. Steiger. pp. 89.

The author claims to have reduced in this book the elements of the German language to the utmost simplicity.

A LATIN READER: To which is prefixed an Epitome of Latin Grammar; together with notes, and copious references to the Grammars of Harkness, Andrews and Stoddard, and Bullion's; also a Vocabulary, and exercises in Latin Prose Composition. By William B. Silber, A.M., College of the City of New York. New York: A. S. Barnes & Co. pp. 226.

THE LIFE AND DEATH OF JASON: A Poem. By William Morris. Boston: Roberts Brothers. San Francisco: A. Roman & Co. pp. 307.

The publishers of this beautiful volume have taken a high stand in their selections for reprint from the English lists, so that the presumption is always in favor of any work which comes from their press. We have not had time to read the entire poem; but such portions as we have examined are full of interest, and we are willing to accept the conclusions of the English reviewers who assert that "this is a poem remarkable for originality, freshness and vividness of description, and beauty and force of narration." "Mr. Morris portrays the spirit, the manners, and the localities of the ancient Greeks as if he had been one of them."

LITTELL'S LIVING AGE, (No. 1215) contains the famous article from Carlyle, "Shooting Niagara; and After!" besides a rich selection of other papers from the English periodicals. We had called at various news depôts in this city for MacMillan's Magazine, in order to become possessor of this "Shooting Niagara," but had failed; so that when Littell came, we felt a new emotion of gratitude to the publishers. Weekly: $8. Littell & Gay, Boston.

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The good effect of an accurate register of deportment and scholarship in promoting a healthy spirit of emulation is acknowledged. Yet such a register is rarely kept. Teachers have no time to record each recitation as it occurs. Other duties crowd, so that the record must be neglected for the time, and afterward made from memory. PERFECT accuracy being impossible, CONFIDENCE IN THE RECORD IS WEAKENED AND ITS MORAL FORCE LOST.

The AIDS secure the good results of accurate records and reports, with less expense of time, and naturally awaken active parental interest.

The AIDS may be used in various ways. This is convenient: In the morning give each pupil a CARD (five merits), representing a PERFECT DAY, to be forfeited for misdemeanor, or failure in recitation. SINGLE MERITS and HALF MERITS are for pupils who fail to retain their CARDS and yet are worthy of SOME credit. Five Cards held by any pupil are exchanged for a CHECK (twenty-five Merits), representing a perfect SCHOOL WEEK. Four Checks are exchanged for a CERTIFICATE OF MERIT, representing one hundred Merits, or a perfect MONTH. These Certificates bear the pupil's name, and are signed by the teacher. The number held shows the pupil's standing.

If prizes are awarded at close of session, there can be no mistake in determining to whom they belong: the decision being made by each pupil exhibiting his Cards and Certificates, no suspicion of favoritism can arise.

They are neat in design, beautifully printed in BEST Colors. The Certificates are prizes which pupils will cherish. Single Merits and Half-Merits are printed on card-board; Cards and Checks on heavy paper, and may be used many times. This makes the system CHEAP. The AIDS are put up in sets of five hundred, there being eighty CERTIFICATES, one hundred and twenty CHECKS, two hundred CARDS, and one hundred SINGLE MERITS and HALF-MERITS. Price per set, $1.25. By mail, prepaid, $1.35.

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STATE NORMAL SCHOOL.

The Tenth Term of the State Normal School opened on MONDAY, JULY 8th, 1867, and will close on the 29th of November next.

Regulations of the California State Normal School,

Adopted by the Board of Normal School Trustees, March 28th, 1867.

1. All pupils, on entering the School, are to sign the following declaration of intention:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

Male candidates for admission must be at least eighteen years of age; and female applicants at least fifteen years of age; and all must possess a good degree of physical health and vigor.

2. No person whose age exceeds thirty years shall be admitted to the School, except teachers who are fitted to enter the senior class.

3. Whenever the number of applicants from any county shall exceed the number to which that county is entitled by law, the applicants shall pass a competitive examination before the County Superintendent, and the County Board of Examination; which examination shall be conducted in the same manner as county examinations for third grade teachers' certificates. The persons passing the highest examination shall be eligible to admission in the order of their standing in examination.

4. All applicants are required to present letters of recommendation, and certificates of good moral character, from the County Superintendent of the county in which they reside.

5. All new applicants shall present themselves for examination at least three days previous to the regular day of each term commencement; and no pupil shall be admitted during term-time, except in the case of teachers who hold at least second grade State or county certificates.

6. The Principal of the School shall keep a register of the attendance of pupils, and shall report monthly, to the Secretary of the Board, the whole number enrolled, the average number belonging, the average daily attendance, the per centage of daily attendance, and such other statistics as may be required by the Executive Committee of the Board.

7. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one term of five months.

8. The Normal School shall be divided into three classes: Sub-Junior, Junior, and Senior.

9. All teachers in the State Normal School are required to remain on the school premises during the intermission from 12 to 1 o'clock, for the purpose of exercising a proper supervision over the pupils, and the Principal is required to make a monthly report to the Board, of the attendance, tardiness and absence of the State Normal School Teachers.

COURSE OF STUDY, THIRD CLASS.

Arithmetic.—"Eaton's Common School," to Percentage.

Eaton's Intellectual, complete.

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Boyd's Rhetoric.—Second Term.

History of United States.—Quackenbos', to Part Fourth.

Reading.—Willson's Fifth Reader, alternating with spelling. Daily drill of five minutes on the elementary sounds, from Willson's charts, and vocal exercises as specified in the State course of study.

THE

CALIFORNIA TEACHER.

DECEMBER, 1867.

Vol. V.] SAN FRANCISCO. [No. 6.

[For the California Teacher.]

NEW YORK CITY SCHOOLS.

I SHALL restrict myself principally to such items as would be likely to interest Californians, on account of their being different from the established order of things on the Pacific coast.

The school department of New York City consists of about one hundred school buildings, ninety thousand pupils, and twenty-five hundred teachers. The Superintendent and his four assistants are appointed by the Board of Education; and it is an evidence of the honest administration of at least *one* department of the city government that this small corps contains three such names as Randall, Riddle and Calkins. The affairs of each school are administered by the local board of the ward, subject to the regulations of the central board. Each ward is allowed one teacher for every thirty-five pupils in regular attendance, exclusive of principals and teachers of special branches. The central board allows the local boards as many times six hundred dollars as there are class-room teachers, but the latter determine the salaries of the individual teachers, subject to the minimum (two hundred and fifty dollars) and maximum (eight hundred dollars) of the former.

Whenever the principal sees fit to place more than thirty-five pupils in a class, the teachers so displaced may be used for special purposes. Accordingly, in one department of a school building I

found sixteen classes with sixteen teachers, and in addition thereto a principal, vice-principal, two general assistants: to play, attend to records, text books, etc.; another, to visit absentees and teach special pupils; and still another, to give object lessons, besides the music teacher, drawing teacher, and perhaps French or German teacher.

The salary of the principals depends upon the average attendance—a most pernicious policy. Of course, where the schools are sufficiently ample to accommodate pupils enough to enable the principal to draw the maximum salary, there is no overcrowding; but woe to the poor little human sardines, when such is not the case: for there, the most unwholesome packing of children is practiced to secure that delectable, seraphic prize—the maximum salary. In one school, in which the principal receives $1,300 per annum, (I had by this time lost enough of my California modesty to enable me to ask her) I found ninety-six children in a room twenty by twenty, and one hundred and twenty-two in another, for the very satisfactory reason that the salary of the principal would be increased thereby at the next apportionment. In fact, about one-tenth of all the primary classes in the city contain from one hundred to two hundred each: about one-fifteenth, from seventy-five to one hundred: about one-twentieth, from sixty to seventy-five, and only about one-tenth, forty or less: so says the Superintendent.

All the large schools containing both sexes, are divided into three departments: the Male Grammar, Female Grammar, and Primary. Each department has its principal, vice-principal, etc., and is entirely independent of the others. Hence, there are *three* principals, vice-principals, etc., in each of these larger buildings: and although some of these principals have less than eight classes under their supervision, there is not one in the city who does any consecutive teaching, or who is in any way burdened with the charge of a class. This policy is much more necessary here than in San Francisco: for while there three-fifths of all the subordinate teachers are graduates of Normal and High Schools, and the rest are principally experienced teachers from other parts of the country, here nearly all the assistants are from the Grammar Schools. Now, the Grammar Schools of New York have a course

of instruction very similar in extent to that of San Francisco; the principal difference being in the substitution of Algebra here for Physiology and Natural Philosophy there; but while the boys have the high advantage of a city college, the girls have not even a high school: another shameful instance wherein we, despotic monsters, trample upon the rights of our fair sisters. To atone for this great shortcoming, and to some extent, at least, to supply the deficiency consequent upon it, there is attached to the larger girls' Grammar Schools what is called a "supplementary course," requiring about two years' time, and very imperfectly and in an expensive manner doing what could be much more advantageously and economically done in a High School.

As a direct consequence, nearly all the newly-appointed teachers require the immediate and constant supervision of the principal.

All the text-books, slates, etc., are supplied to the pupils free of cost, at an expense to the city of about one hundred thousand dollars per annum. The text-books in use are not uniform, but no hardship results to the people on this account, because full sets of text-books form part of the apparatus of each school.

Nearly all of the school buildings are handsome brick structures of uniform style, four stories high; and although *very* modest indeed when compared to the splendor of the churches, public buildings and private residences of the rich of this city, yet they are frequently adorned within in a manner that would greatly surprise and fatally grieve any stingy disciple of Hager. Heating by furnaces is almost universally practiced, on account of its economy, but ventilation is as inadequately attended to as elsewhere. The rooms are very generally adorned with busts, pictures, etc.; but maps, charts, and other schoolroom appurtenances are scarce, while the homely blackboard, so common in San Francisco, is here hardly seen, except behind the teacher's desk.

Each modern building has in it conspicuously placed a marble slab, on which is inscribed, sometimes in golden letters, the names of the Trustees of the ward in whose administration the building was erected. I recommend the adoption of this plan throughout our own State, as an incentive to ambitious Trustees and Directors to achieve honorable immortality by the erection of educational monuments to themselves. In my next, I will speak of school work.

M.

(For the California Teacher.)

NEW SCHOLARS.

BY C. R. CLARKE.

DOUBTLESS we should refrain from forming hasty estimates, even of our passing acquaintances. To be court-martialed and shot (morally) with the rapidity of the Duke D'Enghien—or even to be canonized, without "the other side" having a fair chance to oppose it—would not conduce to the real happiness of ourselves, and ought not, therefore, to be forced by us upon others—even if those others are only friends. But especially should we beware of hasty judgments upon persons in such relations as pupils.

And now is our time to remember this. With changes in schools, in grades, and in positions, our instructors, both in public schools and in private, find themselves, in many instances, about this time, confronted with new subjects and pupils. Hence it is a time when they do well to review their standards of judging scholars: just as a merchant on re-opening store rubs the dust out of his scales, and scrapes the rust from his weights. Much injury has often been done to pupils by false estimates placed upon them by teachers, and much pain occasioned to teachers by undue expectations adopted in regard to pupils.

As respects the physiognomy of a new scholar, it would seem that little could be said in favor of this as a ground of even temporary opinion. To write itself on the countenance, character requires time. Perhaps an exception may be made in favor of a physiognomy very highly marked, and conforming to some one of the types of Lavater very scrupulously. And the same may be said of temperament. Should the new scholar answer any of the descriptions of Bancroft (see Essays) very emphatically indeed, the teacher might proceed with some safety even to make temperament a basis of judgment; but hardly under ordinary circumstances. The doctrine of mixed temperaments is as yet in too much confusion to be of large practical service to any one. The great physical sign which can be relied on in the case of a scholar, is simply good health. A sane body not only promotes a sane mind, but argues it, and furnishes, besides, a capacity for that endurance in labor which is the best possible guarantee of success anywhere.

Let the teacher remember Shakspeare's "Seven Ages," where he who became the most ardent of lovers, "sighing like a furnace," and the best of magistrates, "full of wise saws and modern instances," was in his youth a school-boy who crept to school, however unwillingly, with the "shining morning face" of health.

Concerning the parentage, or "stock," of pupils, there is an error of expectation, against which young teachers need to be warned continually. Great expectations must not be built upon great advantages. The true parents of Particular Promise are Pluck and Poverty—not poverty as regards the necessaries of life, but as regards its luxuries. Your wealthy father has a roomy seat, and his children remain there for a double vacation: he takes a late breakfast, and his children are tardy; he has good credit at the tailor's, or dressmaker's, and his children study costume; he gets the *Europa*, and his children forsake tonsorial studies for accomplishments—learn that bread is *yum*; or, worst of all, his children lose the stimulus to exertion, in the hope of an inherited fortune. Not are very promising pupils always found in the families of professional men, or highly educated people—somewhat strange as it may seem. Such parents sometimes know too much for their own good, or, rather, have not as much judgment as knowledge. They can see the defects of some method which is pursued with their children, with great clearness; but they cannot always balance such defects, with nicety, against the excellencies of the teacher. Their telescope is strong enough to see the spot in the sun, but not large enough to take in the sun itself. Of course all this works well in the end. Dubois plays the fool in educating his children, and, in consequence, his grandchildren are ignorant enough to spell their name Dubois. This prevents Dubois establishing a perpetual aristocracy, and also gives Dubois, in his rage, a crumb of comfort in the form of a reminiscence of ancestral wealth or genius.

In conversation with the new pupil, or his parents, a teacher often elicits a good basis of judgment from facts in the child's history. Perhaps the most promising fact of this nature respecting a pupil, is his having previously remained steadily in some one school, and having been punctual in daily attendance. Moss beautifies the stone, but the stone that rolls gathers none: while the snow-ball by rolling increases in size, to be sure, but not in usefulness, since the

snow is better in a layer than in a lump. Rolling is no better in the case of scholars than in that of stones and snow-balls. There are nomads among our school-children, as well as among nations, but neither are any benefit to the lands which they infest. Frequent changes imply, also, in the parent, a lack either of good judgment in choosing his teacher, or of fixedness of purpose in adhering to what is good.

Finally, a new pupil often recommends or betrays himself by his remarks. One of the best tokens of promise in a novice, is his remembering exactly where he stands in his different studies—to what points he has advanced. If he can recall promptly, or even upon reflection, his last exercise in reading, for example, it will prove no small circumstance in proof of his earnestness of attention and strength of memory—qualities very distinctly prophetic of excellence.

The above circumstances furnish material, of course, for only a temporary judgment. This final opinion of his pupil, the just teacher will form only when long acquaintance has supplied indisputably abundant and significant evidence. Yet, as he cannot suspend his judgment altogether, but must have some opinion and expectation concerning his pupil, even from the beginning, let him be careful and make that opinion as correct as possible, and as little fraught as possible with injury to his scholar and disappointment to himself.

(For the California Teacher.)

WHAT WE NEED.

BY DR. F. W. HATCH.

Much has been said, at different times, of our system of Education, and its defects: and I recollect listening, not long since, to a learned discourse, which, utterly ignoring the substance, denied it even the poor tribute of the name. Whether indeed we have a *system* or not, it is not my purpose now to inquire. We have something—call it *system*, *method*, *scheme*, or *plan*—it is something which we all recognize, embodied in certain forms, sanctioned by the solemn enactments of law, sustained by a liberal endowment,

practiced by many an ardent and faithful laborer, and which is even now diffusing the inestimable blessings of intelligence and virtue over the land.

Admit, if you will, that we have no system in the sense intended; that the work of education, as conducted in our common schools, is capricious, arbitrary, without balance, discordant. What then? Is it, on this account, less useful in its several departments? Are the sublime precepts which fall upon the heart of childhood, or the beautiful suggestions of wisdom and knowledge daily inculcated in the school houses which enterprise has erected in our young State, less effective for good, because stripped of the rigid formalities and stern absolutism of an inexorable rule? What we need more than *system*, more than uniformity, is *good teachers*. Without this, legislative formularies are vain; official supervision is vain; and the accumulated resources of a munificent School Fund are but wasted.

I am not unsupported in this opinion. The Superintendent of one of the Eastern States, speaking of this subject, says: "Far above the minor evils and obstacles that interfere with the perfect working of our school system, there is one that over-rides and overshadows all others. I allude to the want of a sufficient number of well-qualified, professional teachers, who would take hold of the work, not from a selfish or temporary interest, but as a life-time business." "A life-time business"! this is the grand secret of success! it embraces everything to be desired in a teacher—preparation for the work, a conscientious devotion to its requirements, persistence, steadiness, earnestness, and a laudable ambition in its pursuit. This is the essential qualification. The adventurer, the experimentalist, in any business—he who embraces a profession until he can find something which will pay better—whose aspirations are not for the good to be accomplished, but for the gain to be stored away; who seeks to attain no excellence, and contents himself with a routine duty performed, never yet succeeded in promoting its high designs, or in advancing the cause of social happiness, or human progress. His heart is not in the work; he should give it up.

This, then—the employment of unsuitable, unprofessional teachers in our schools—is, in my judgment, the great defect of the system. It is due, not so much to a deficiency in the number of good

teachers, as to the condition of popular sentiment—the lamentable apathy of the employers.

There are in this State—nay, in our public schools—whose representatives are there to-day—a corps of faithful and capable teachers, diligently and earnestly engaged in extending the advantages of a good education to all who fall under their charge, and in promoting the honor and perpetuating the blessings of the sacred cause in which they are enlisted. There are many more devoted to the business of teaching, educated as teachers, fitted by character, by a life-long, systematic and practical familiarity with its duties, who would gladly join once more the fraternity of their choice, even for the bare pittance of a daily support. But while these things are true, it is equally certain that, of those who call themselves teachers, there are many whose sympathies are not engaged in the business; who have taken it up in lieu of something better; to whom the duties of the school-room are a drudgery, and whose highest happiness is when "the night cometh, when no man *need* work."

What we want is a revolution in public opinion—a proper appreciation by the people of the difference between the good and the bad.

The present is an age of economy: a man will visit an auction room and buy an old, half-worn or clumsily made coat, or a threadbare carpet because it is cheap, low-priced; and he finds only too late, that he has thrown his money away. The same defect regulates his conduct in the selection of a teacher. He saves a few dollars by choosing the cheap one, and loses both time and money in the end.

I will not speak of the defects of our schools in their practical working, or of the law which is designed to regulate them. The latter can be corrected only by legislative sanction, and will doubtless, in time, receive the attention it demands. The former are all embraced in the one great defect already so briefly alluded to, and have their remedy in its removal. A good teacher will avoid them. He feels the responsibilities of his position, and alone, unaided, untrammeled, uninfluenced, save by the dictates of a ripe judgment, and the silent promptings of his own conscience, will work out a method adapted to the circumstances by which he is sur-

rounded. He knows the advantages of order, cleanliness, and good government in his school, and he will strive properly to enforce them. He recognizes the importance of a thorough classification of his pupils, and it is made his first duty. He has studied the character of the youthful mind and the varying capacities which it presents, and he adapts his instructions to suit the material with which he has to labor. With him the work of education must be progressive. Taking the young child by the hand, he bids him follow, step by step, by easy gradations, by simple and unabrupt transitions, through all the stages of a liberal education. He adapts his teachings to the strength and intellectual development of his pupils; to the organization he possesses; training the faculties, one by one, as he sees them expanding in vigor and ripening in the freshness of maturity. The order which he follows is that of nature, and the end to be attained, the perfection of all the powers with which God has endowed his intelligent creatures.

The physician, if required to rear up a child to vigorous manhood, would commence at the cradle; he would adapt his system of hygiene to the successive stages of life, seeking to preserve the health, if originally good, to modify it if faulty. So the teacher, who attempts a system of hygiene for the mind, seeking to direct its faculties, to instill those living principles of intelligence and the pure germs of virtue which adorn and ennoble human character, should study the laws which regulate the mental growth and development, and proportion his instructions to the natural vigor or the acquired development of the object of his care. Errors in the one case are as fatal as in the other.

In his system of education, the good teacher looks beyond the mental, and seeks to cultivate equally the physical and the moral. He recognizes in man a three-fold nature: a physical to sustain him in the struggles incident to human life; a mental to guide him in its active duties, and fit him for usefulness and success in the conflicts in which he must take part, and a moral to control, regulate and preserve both.

The law which governs him, he has framed for himself. The system which he follows is founded upon principle, which over-rides rules and bases its decisions upon experience and nature.

The space at my disposal is too limited to admit of the consider-

ation of other topics incidental to the system of our schools. I would like to speak of one which, in my judgment, reflects directly upon the merits of the system as a measure of general utility: its inability, under present circumstances, to fulfill its own high and exalted mission. This mission, I believe to be too often misconceived, and sadly limited. I hold it to embrace within its comprehensive sphere, the whole course of a finished education. I regard it as extending, in its legitimate application, far beyond the ordinary measure to which it is commonly devoted. I look up to it as presenting to the world a great, beneficent, symmetrical scheme for the benefit of every citizen, of every class. I treasure it up as an ample and proper substitute for the private school of every grade. I would have it open its arms to rich and poor alike: the free, willing, and substantial tribute of a wise and patriotic Legislature, for the popular enlightenment and the instruction of our youth in every branch of learning and every avenue of intellectual enterprise.

Let it have its academies, its colleges of art, of science, and of agriculture. Let it be the exhaustless fountain of that practical intelligence which is the foundation of individual happiness, and the assurance of success in the varied pursuits of life. Above all, let it implant deep in the heart of every youth, the germs of those sterling principles upon which the security of society is based, and whose brightest, noblest triumph shall be the perpetuation of the blessings of liberty, and the preservation of that matchless system of constitutional government for which the aspiration of every heart should be that it may endure forever.

I was Once Young.—It is an excellent thing for all who are engaged in giving instruction to young people, frequently to call to mind what they were themselves when young. This practice is one which is most likely to impart patience and forbearance, and to correct unreasonable expectations. At one period of my life, when instructing two or three young people to write, I found them, as I thought, unusually stupid. I happened about this time to look over the contents of an old copy-book, written by me, when I was a boy.

The thick up-strokes, the crooked down-strokes, the awkward printing of letters, and the blot in the book, made me completely ashamed of myself; and I could at the moment have hurled the book into the fire. The worse, however, I thought of myself, the better I thought of my backward scholars. I was cured of my unreasonable expectations, and became, in future, doubly patient and forbearing. In teaching youth, remember that you were once young; and in reproving their youthful errors, endeavor to call to mind your own.—*Selected.*

Subjects for Discussion at County Institutes.—The best course to pursue in organizing a school; the means for securing good discipline; the means to be used for self-improvement; some of the means for true moral culture; irregularity, and how to remedy it; the evils of tardiness, and how to remedy it; requisites for success in teaching; how to teach good manners; how to secure the co-operation of parents; how far should oral teaching be adopted? some of the causes of failure; the true aim of the teacher; some of the *methods* of teaching Reading, Spelling, Grammar, Geography, Arithmetic, etc.; proper method of conducting recitations; best method of teaching object lessons; how to interest and advance dull pupils; what is desirable in a text-book? the object of school government; the object of punishment; proper methods of punishment; proper incentives to study; improper incentives to study; duties of teachers to patrons; duties of patrons to teachers.

Department of Public Instruction.

TO SCHOOL OFFICERS AND TEACHERS.

Since the publication of the California Teacher, a "Department of Public Instruction" in its pages has been under the exclusive control of the State Superintendent. My official connection with this department and with the public schools of the State, closes with this month's issue of the Teacher. Five years ago, when elected to this office, I pledged myself to devote every energy of mind and body to the establishment and improvement of a system of Free Schools in this State. I have kept the pledge. At a time when better men were staking their lives and fortunes on the battle-field, in defense of the Union, I should have been less than a man had I consulted my own personal ease or interest, or had I shrunk from the performance of any duty in laying a foundation for the education of the people, on which alone depends the permanence of the Constitution and the Government. I have been called upon to preside over the department of Public Instruction during the most trying period in the history of the nation—during the greater portion of which, the passions of men have been kept at fever-heat, and when the widely divergent extremes of popular feeling admitted of neither compromise nor conciliation. It has been my endeavor during this period, to keep the schools, as far as possible, free from partisan or sectarian control and influences. In the School Law, drafted by my hands, there is no section which the bitterest partisan can truthfully characterize as "partisan," "political," or "sectarian." If speaking and thinking and acting for the Union during the rebellion, was "partisan," then I plead guilty to the charge. I have said nothing that I desire to unsay, and have written nothing that I desire to obliterate. In my official dealings with teachers and trustees, I have known neither political parties nor religious sects. No teachers can justly charge any official discrimination against them on account of political opinions or religious belief. I have recommended to positions hundreds of teachers; from my own limited means, it has been my pleasure to aid and assist many teachers, too needy to reach their destination, after a position was secured; and to the credit of human nature, only one of the whole num-

ber has been found so lost to truth, honor and common gratitude, as to charge me with "political proscription." There have been districts in the State in which no "Union teacher" could secure a school; there have been others in which no one who sympathized with the rebellion could find a place; but it was because the people themselves, through their trustees, elect their own teachers, and not on account of the School Law or its administration. Now that peace has come to bless the nation, no one can be more anxious than myself that harmony and good will may prevail, and that district feuds and quarrels may die out with the war.

It is one of the unpleasant things connected with an official position, that no man can escape misrepresentation and abuse. During the late political campaign I received my full share, and I cannot close these few words without answering some few of the numberless charges brought against me.

It was freely charged by a portion of the press, that I had used my official influence to secure the adoption of "partisan text-books" in schools. The charge was without foundation. An investigation of the State Series of School Text-Books will show that there is not a single book in the entire State Series which any impartial judge will pronounce "partisan" or "political." The book entitled "Common School Readings," compiled by myself, concerning which so much was said, was never adopted by the State Board as a text-book in schools, and was never intended to be used as a text-book, but only as an aid to elocution by such as desired it.

It was charged in some of the papers, that I had illegally issued State Certificates to certain teachers without examination. The State Superintendent has no power to issue a single State Certificate. For this purpose, there is a State Board of five members, including the State Superintendent, and every certificate issued must be submitted to a vote of the Board. Some teachers, who failed to pass examination, have naturally enough charged the State Superintendent with "favoritism" in issuing certificates to those who knew enough to pass the simple examination required.

It has been charged that I have "grown rich from percentages received from book-publishers," as a consideration for adopting books in the State Series. It is enough to say, that the books adopted by the State Board for use in the schools, are such as were recommended by a vote of the teachers of the State, assembled in State Institutes. It is but just to the credit of book-publishers in New York, Philadelphia and Boston, to state that no letter has ever been received from any one of them asking for the adoption of any book in the State Series.

It may be some satisfaction to those who have charged me with getting rich on "commissions" and "perquisites," that, principally in consequence of neglecting my own personal business affairs in the multiplicity of official duties, I retire from office poorer than when I landed in San Francisco, fourteen years ago, with fifty dollars in my pocket.

It has been charged in private letters, circulated extensively among clergymen in the State, and by a portion of the press, that I am an "infidel." Having always been a believer in the Christian religion, and having always professed to be, I think I may safely say that the statements were maliciously false, and known to be so by the authors of the slanders.

In my public acts and in my private life, I have kept my character above reproach. I am willing to wait for the verdict of time to set me right. I am proud that, during my administration, a system of schools, free to all, has been organized: that teaching has been made a respectable occupation, partaking of the character of a profession, and that teachers have been paid something like reasonable wages. The work cannot be undone. The State will not go back of its progressive record.

But the schools are far from perfect, and the combined efforts of teachers, trustees, county superintendents, and State Superintendent, are needed to strengthen and improve the system.

I ask, in closing, that teachers and trustees extend to my successor in office the same kindness, courtesy, and support which it has been my good fortune to receive from them, and that they cordially co-operate with him in all measures which tend to improve and perfect the Common Schools of California.

JOHN SWETT.

REPORT OF THE STATE NORMAL SCHOOL.—Month ending November 1st, 1867:

Whole number of Males	18
" " Females	94
Total	—112
Average daily attendance	92.4
Number of pupils entered	5
" " left	6

TRAINING SCHOOL.

Whole number enrolled	76
Average daily attendance	245
Number of classes	6

EDUCATIONAL DIRECTORY OF THE STATE OF CALIFORNIA.

HOLDERS OF STATE LIFE DIPLOMAS,

WITH THEIR RESIDENCE, SALARIES, AND POSITION IN THE DEPARTMENT OF PUBLIC INSTRUCTION.

NAME.	RESIDENCE.	POSITION.	Salary per ann or mon
Bradley, Theodore †	San Francisco.	Principal Boys' High School	$2,500
Brown, George	Hornitos	" Grammar School	1,250
Brown, F. R.†	Sutter Creek	" " "	1,000
Carlton, H. P	San Francisco.	Ass't State Normal School	2,000
Clark, Miss H. M.†	" "	" Rincon Grammar "	960
Cummings, C. C	Ukiah	Ukiah Grammar School	1,400
Denman, James†	San Francisco.	Prin. Denman Gram. School	2,100
Harlow, James †	Bloomfield	First Grade County	1,000
Howe, J. M	Sacramento		
Holmes, Ellis H.†	San Francisco.	Principal Girls' High School	2,500
Holbrook, T. W. J.†	" "	Sub-M. Lincoln Gram. Sch	1,500
Hoitt, Ira G	" "	Prin. Lincoln Gram. School	2,100
Houghton, Miss E. W	" "	Ass't State Normal School	1,300
Knowlton, Ebenezer	" "	Prin. Rincon Gram. School	2,100
Leonard, T. C	" "	Teach. Math. Boys' High Sch.	2,100
Littlefield, J. D.†	" "	Sub-Mast. Union Gram. Sch	1,500
Marks, Bernhard	" "	Pr. Spring Val. Gram. Sch	2,100
Mack, George C	Binghamton	First Grade County	900
Morrill, Joseph C	San Francisco	Prin. Industrial School	2,000
Morris, George F	Red Bluff	Grammar School	1,000
Myrick, Thomas S	San Francisco.	Principal Union Gram. Sch	2,100
McChesney, J. B	Oakland	Principal Grammar School	1,750
Nutting, H. N	Redwood City.	" " "	1,000
Pelton, John C	San Francisco.	City Superintendent	4,000
Rowell, W. K	" "	Principal Latin High School	2,100
Sibley, J. M	" "	Assistant Boys' High Sch	1,800
Simonton, G. W	Vallejo	Prin. Vallejo Grammar Sch	1,500
Stone, D. C	Marysville	Principal Grammar School	1,900
Stratton, James	San Francisco.	" Wash'ton Gr. Sch.	2,100
Swett, John	" "	Supt. Public Instruction	3,000
Swett, Mrs. M. L	" "	Assist. State Normal School	1,200
Tait, George	" "	Principal State Normal Sch.	2,500
Taylor, Robert	Kelsey	First Grade County	80

† Graduates of State Normal Schools.

LIST OF HOLDERS OF STATE EDUCATIONAL DIPLOMAS,

WITH THEIR RESIDENCE AND POSITION IN THE DEPARTMENT OF INSTRUCTION.

NAME.	RESIDENCE.	POSITION.	Salary per ann. (when).
Ashley, Julia V.*....	Martinez.....	Asst. Grammar School.....	$ 75
Anderson, J. W.....	Healdsburg ..	Sotoyome Institute.....	
Allen, L. D.....	San Francisco.	Sub-Mast. San F. Gram. Sch.	1,500
Allen, R. H.....	Chico	Supt. Butte County.....	
Ames, C. G.....	Santa Rosa....	" Sonoma County.....	1,500
Atwood, Mrs. C. L....	San Francisco.	Asst. Boys' High School....	1,200
Abbott, Warren	Pacheco	First Grade County.....	80
Bailey, C. P.....	Monterey	Grammar School	1,000
Batchelder, H. T.....	Chico.....	Public School.....	
Bagnall, John.....	Woodland.....	Yolo County School.....	
Beales, Mrs. C. R.....	San Francisco.	Asst. Girls' High School ...	1,200
Bissell, J. A.....	Sacramento ...	Public School.....	
Brierly, John R.....	San José.....	Supt. Santa Clara County...	900
Brodt, A. W.....	Petaluma.....	Prin. Grammar School	1,500
Campbell, F. M.....	Oakland	College School.....	2,400
Casebolt, Miss M. A..	San Francisco.		
Clapp, Mrs. L. A.....	San Francisco.	Denman Grammar School ...	960
Clark, Mrs. Dorcas†...	Petaluma	Petaluma College School....	1,300
Clark, Miss M. E.†....	San Francisco.	City College.....	1,000
Clarke, L. R., Prof....	Santa Rosa ...	County School.....	80
Clarke, Charles Russell	San Francisco..	City Seminary	
Cottle, Melville	Stockton.....	Supt. San Joaquin Co.....	1,200
Childs, C. W.*.....	Diam'd Springs	First Grade County	1,030
Crossette, F. M.....	Jamestown	Public School.....	1,000
Desty, Robert.....	San Francisco.	West End School.....	900
Deal, M. S.....	Nevada	Supt. Nevada Co.....	
Dodge, Wm. C.....	Oakland	College School.	1,500
Du Bois, Mrs. A. E...	San Francisco	City Training School.	1,200
Kinne, H. C.....	San Rafael....	County School.....	
Farley, A. J.	Marysville....		
Flood, Noah F.....	Visalia.....	Principal Grammar School..	1,500
Flood, Mrs. Frank....	Visalia.....	Asst. Grammar School.....	750
Fuller, A. L.....	San Lorenzo...	Public School.....	1,000
Gates, Freeman	San José.....	Principal San José Institute.	
Granger, W. N.....	Marysville	Asst. Grammar School.....	1,100
Goodrich, A. H.....	Colfax	First Grade County.....	1,000
Humphrey, E. D.*....	San Francisco.	Principal Mission Gram. Sch	2,100
Hunt, Carrie L.†.....	" "	Lincoln Primary School	870
Howe, H. H	Sacramento ...	Principal Grammar School..	1,350
Kennedy, J. F.*.....	Mountain View.	....	900
Holder, W. W.....	Alameda.....	Public School.....	800
Huntley, O. H.....	Almaden.....	First Grade County.....	1,000
Harris, Mary R.....	San Francisco.	Private School.....	
Kennedy, Miss Kate..	" "	Princ. North Cosmopolitan..	1,200
Kennedy, J. G.*.....	San José.....	First Grade County.....	900
Kellogg, Prof. Martin.	Oakland	College of California	2,000
Loomis, Miss A.....	Stockton.....	Assistant Grammar School..	800
Lucky, Prof. W. T....	Alameda.....	Private Seminary.....	
McDonald, A. H.....	Placerville....	Grammar School.....	1,000

* Graduates of Cal. State Normal School. † Graduates of other State Normal Schools.

LIST OF THE HOLDERS OF STATE EDUCATIONAL DIPLOMAS—*continued.*

NAME.	RESIDENCE.	POSITION.	Salary per ann. or mon.
Mann, A. L.	San Francisco.	Latin School	$1,800
Makinney, H. E.	Santa Cruz.	Principal Grammar School	1,500
McBride, H. E. *	San Francisco.	Sub-Mast. Wash'ton Gr. Sch.	1,500
McFadden, Miss A.†	Green Valley	First Grade County	800
McKenzie, Maggie	San Francisco.	Asst. Girls' High School	1,080
Morse, A., Jr.	Grass Valley	Public School	80
Nicholson, Thomas†	San José	Moreland	1,000
Nelson, Mrs. C. H.	Sacramento.	Public School	
Prior, Philip	San Francisco.	Sub-Mast. Lincoln Gram. Sch.	1,200
Penwell, S. A.	Placerville	County School	1,000
Powell, Howell *	Clayton	" "	1,000
Price, Caroline †	Oakland	Public School	1,000
Prescott, Miss D. S.	San Francisco.	Asst. Washington Gram. Sch.	1,000
Preston, E. M.	Nevada	Grammar School	1,250
Randall, A. H.	Stockton	Principal Grammar School	1,000
Reed, L. W.	San Francisco.	City College	1,000
Rosseau, E.*	Sacramento	County School	80
Rose, T. H.	Los Angeles.	Principal Grammar School	1,000
Sanders, W. A.	Chico.	Grammar School	1,000
Schellhous, E. J.	Woodland	Plainfield School	90
Smith, Annie	Sacramento	Public School	
Smith, W. A. C.	St. Helena.	" "	1,000
Stone, T. N.†	Yreka	Yreka Grammar School	1,250
Stone, H. P.	Soquel	Supt. Santa Cruz County	1,000
Stone, Mrs. B. H.†	Yreka	Asst. Grammar School	80
Shipley, J. C.*	San Francisco.	" Industrial "	1,000
Steel, T. H.	Yuba County	Public School	
Stout, Mrs. C. H.	San Francisco.	Normal Training School	1,200
Stincen, Mary A.	" "	Head Asst. Fourth St. Prim.	900
Stirling, J. F.	" "		
Swezey, S. I. C.†	" "		
Sumner, J. H.†	" "	Sub-Mast. Mission Gr. Sch.	1,200
Townsend, Dennis	Volcano	First Grade County	100
Templeton, M. L.	Sacramento	Sacramento High School	1,800
Thurston, E. T.	Georgetown	First Grade County	900
Upham, Isaac	Marysville	County Superintendent elect.	1,000
Winn, A. T.	Oakland	College School	1,500
White, William	San José	High School	1,400
White, Silas A.*	San Francisco.	Shotwell Street School	1,500
Wilkinson, Warring	" "	Inst. Deaf, Dumb and Blind	3,000
Walker, C. H.	Ione Valley		
Welch, B. F.	Grass Valley	Principal Grammar School	1,000

* Graduates of Cal. State Normal School. † Graduates of other State Normal Schools.

HOLDERS OF FIRST GRADE STATE CERTIFICATES.

NAME.	RESIDENCE.	POSITION.	Salary per ann. or mon
Andrews, Julia M.† ...	Auburn.....	Auburn Grammar School ...	$800
Aldrich, Abby F.	San Francisco .	Union Grammar School....	960
Ashbrook, M. V.....	Walnut Creek .	County School.....	800
Bailey, Adelaide G.† ..	Vallejo	Public School.....	
Barnes, Mary.....	Napa	Collegiate Institute.....	900
Brigham, Julia P.† ...	Santa Clara...	Grammar School	800
Burrowes, Caroline F.†	Centerville.....	Public School.....	800
Broadbent, E. *.....	Forest Springs.	First Grade County.....	1,000
Baldridge, Miss D. S..	Mission San José	Public School.....	75
Bragg, Mary J.....	San Francisco..	Shotwell Street School.....	810
Bouton, Samantha	Napa	Public School.....	
Bevans, Maggie E.*...	San Francisco .	Eighth Street Primary.....	810
Barr, Sarah H.....	" " ..	Assistant Girls' High School	1,080
Biggs, Thomas	Santa Rosa....	Bodega School	80
Baumgardtner, Mrs. E. M	San Francisco..	Head Asst. Denman School..	1,000
Baldwin, Nellie S. *...	" " ..	Broadway Primary School..	810
Benjamin, Carrie V. ..	" " ..	Prin. Powell Street Primary.	1,200
Barthelew, Mrs. C. W..	Bodega	County School	
Campbell, Cornelia E.*	San Francisco..	.....	810
Carey, Susie*.....	" " ..	Head Assist. Un. Gram. Sch.	1,000
Comstock, Bertha*....	" " ..	Lincoln School	810
Chalmers, Miss A. B..	" " ..	Hyde Street Primary.....	810
Clark, Miss S. H.†	" " ..	Rincon Grammar School....	900
Cummings, Miss C. A.*	" " ..	Union Grammar School.....	810
Crowhurst, W.....	Taylorsville ...	Public School.....	100
Chase, Carrie M. *....	San José.....	San José Institute.....	700
Cooke, Hannah.....	San Francisco .	Principal Primary Sch.....	1,080
Cleaveland, Miss E. A..	" " ..	Head Asst. Lincoln School..	1,000
Cooke, Mrs. P. C.....	" " ..	Normal Training School....	1,080
Duane, Mrs. A. S.....	" " ..	Principal Primary School...	1,200
Davis, Sadie *.....	" " ..	Fourth Street Primary Sch..	810
Deane, Mrs. Margaret..	" " ..	Private School.....	
D'Arcy, Melissa.....	San José		
Evans, Ellen A.....	Shasta	Public School.....	
Field, Carrie P. *.....	San Francisco.	Hd. Asst. Spr. Val. Gr. Sch.	1,000
Fink, Miss P. A.*....	" " ..	Principal S. V. Primary Sch.	960
Fernald, Miss L. O...	Santa Cruz....	Public School.....	800
Fry, Wm. H.....	Silveyville.....	Fremont School.....	75
Fowler, Laura T.....	San Francisco .	Cosmopolitan School	1,000
Garbrick, N. B.....	Alviso.....	Second Grade County	1,000
Gay, Milus.....	Santa Clara...	University Pacific.....	
Gillespie, E. J.....	Sonoma	Sonoma College	
Gray, John C.....	Butte County..	Public School.....	80
Gregory, Susan F.....	Sacramento ...	" "	
Gunn, Sarah M.....	San Francisco .	Special Asst. Cosmopolitan..	960
Griffith, Mrs. Aurelia..	" " ..	Principal Primary School..	1,200
Hucks, Annie.....	" " ..	Broadway Primary.....	810
Hill, Miss A. A.....	Shotwell.....	Shotwell Primary.....	810
Haehnlin, Miss Julia C.	San Francisco .	Cosmopolitan School.....	810
Hall, Annie J.....	" " ..	.....	
Holmes, Annie M....	" " ..	Denman School.....	810

* Graduates of Cal. State Normal School. † Graduates of other State Normal Schools.

HOLDERS OF FIRST GRADE STATE CERTIFICATES—*continued.*

NAME.	RESIDENCE.	POSITION.	Salary per ann. or mon.
Hoyt, Mary E.	Los Angeles	Principal Grammar School	$1,000
Huntington, Mrs. E. N.	San Francisco	Tehama School	810
Hubbard, Minnie E.	Nevada	Public School	90
Hopkins, A. S.	Bloomfield	" "	
Houghton, Geo. E.	San Jose	San José Institute	1,500
Hurlburt, Isaiah	Washington	Public School	100
Howe, Converse	Sacramento	County School	100
Jackman, L. H.	Elk Grove	Public School	100
Joy, Mary E.	Sacramento	" "	
Johnson, J. G.	"	" "	1,000
Jewett, Annie S.*	San Francisco	Potrero	900
Jewett, Lizzie B.*	" "	Lincoln School	810
Jewett, Susie N.	Oakland	Private School	1,200
Kennedy, W. W.	San José	Willow Glen School	100
Kennedy, J. P.			80
Kirkpatrick, J. M.	Vacaville	Pacific Methodist College	
Kincaid, Mrs. M. W.	San Francisco	Union School	810
Kenney, Alice	" "	Denman Grammar School	810
Louttit, J. A.*	Brooklyn	Prin. Grammar School	1,250
Ludlum, Mrs. E. M.	San Francisco	City School	810
Lewis, Miss Cloelia M.*	" "	Private School	
Lewis, Matilda†	Oakland	Oakland Seminary	1,200
Lyser, Albert	Alvarado	County School	80
Leonard, Francis J.	San Francisco	Evening School	
McFadden, W. W.	San Leandro	County School	1,000
McGlashan, Miss M.	Placerville		
Morse, Le Grand	Mendocino	Public School	
Moulton, Proctor			
Miller, Horace	Grass Valley	Union Hill School	800
Millette, P. C	Santa Rosa	Public School	80
Morgan, Mary J.*	San Francisco	Shotwell Primary School	810
Moore, John A.	Martinez	Principal Grammar School	1,000
Mergerlee, L. J.*	Santa Clara	University of the Pacific	
Mastic, Miss L. J.	San Francisco	Prin. Hayes Valley Primary	1,020
Manning, Agnes M.	" "	Lincoln Grammar School	960
Morgan, Mrs. L. A.	" "	Prin. Primary School	1,200
Olinger, A. F.*	Calistoga	County School	80
O'Neill, O. H.	Santa Rosa	Principal Grammar School	1,000
Oak, Henry L.	Napa	Asst. Napa Institute	1,200
Owens, Nellie M.*	Brooklyn	Primary School	75
Overend, Lizzie	San Francisco	Broadway Primary	810
Peck, A. W.	Benicia	Public School	1,000
Pearson, D. C.	Eureka	Grammar School	1,000
Pearson, Sarah R.	Fairfield	Public School	
Rackliffe, Levi		" "	
Ralph, M. A.	Sonora	" "	
Ray, J. H.	Yuba County		
Reed, J. E.	San José		
Ritchie, Mary J.	San Francisco	Lincoln School	810
Renfro, Lewis C.	Lake Port		
Reynolds, Mrs. F. E.	San Francisco	Head Asst. Mission Grammar	1,000

* Graduates of Cal. State Normal School. † Graduates of other State Normal Schools.

HOLDERS OF FIRST GRADE CERTIFICATES—*continued.*

NAME.	RESIDENCE.	POSITION.	Salary per ann. or mon.
Sanders, Mary E.....	Sacramento ...	Public School.....	
Satterlee, Helen	San Francisco .	Powell Street School.....	$810
Scott, William R.	Gilroy.....	First Grade County.....	100
Stevens, S. C.....	.....	.....	
Shearer, S. M.....	Mayfield	Grammar School	1,000
Smith, Mrs. A. A.†...	St. Helena	.....	
Smith, Carrie L.....	San Francisco..	.....	810
Smith, Jennie*.....	San Francisco .	Tehama Primary School....	960
Smith, Flora E.*	Alameda.....	Encinal	75
Smith, Jessie.....	San Francisco..	.....	810
Stinceu, Alice M.....	Sacramento ...	Public School.....	75
Sheldon, Jennie	San Francisco .	San Bruno School.....	900
Stowell, Miss Mary ...	" " ..	Rincon School	810
Stowell, Miss P. M....	" " ..	Primary School.....	810
Sherman, Sarah S.....	" " ..	Union Grammar School.....	810
Stevens, Carrie A.....	Pacheco	County School.....	
Sullivan, Kate	San Francisco .	Prin. Lincoln Primary School	1,380
Slavan, Annie.....	" " ..	Prin. Eighth Street Primary.	1,200
Thomas, Lucinda	Suisun	Public School.....	
Thompson, Helen.....	San Francisco .	Head Asst. Rincon School..	1,000
Thurton, Miss S. E....	" " ..	Powell Primary School.....	810
Thurber, Alfred	Pacheco	Grammar School.....	1,000
True, Charles F.....	Jackson	County School	
Templeton, Laura S...	Sacramento ...	.....	
Tibbey, Emily M.	San Francisco.	Union School	810
Van Schaick, L. H....	Santa Clara ...	University of Pacific.....	
Wallace, Mrs. L. D.† ..	San Francisco .	Tehama Primary School....	810
Warren, C. G.....	Bangor	Public School.....	80
Warren, R. B.....	Jackson	Grammar School	1,000
Wasson, Milton	Suisun	Public School.....	
Wells, J. H.....	Fourth Crossing	Supt. Calaveras Co.....	900
Williamson, Mrs. E. A.	Los Angeles...	Public School.....	1,000
Wright, Mrs. E.....	Redwood City .	" "	75
Wilkins, Julia.....	Wilmington ...	" "	90
Woods, M. A.....	Cache Creek ..	Supt. Yolo Co.....	1,000
Wood, Mrs. E. A.....	San Francisco .	Prin. Tehama Prim. School .	1,200
White, Sarah J.....	" " ..	Washington School.....	810
Yates, W. A.....	Centerville....	Public School.....	
Yule, John.....	Hayward's	County School	800

* Graduates of Cal. State Normal School. † Graduates of other State Normal Schools.

HOLDERS OF SECOND GRADE STATE CERTIFICATES.

NAME.	RESIDENCE.	POSITION.	Salary per ann. or mon.
Ball, Miss Mary.....	Chico	Public School.....	
Barker, Miss Sarah K.	San Francisco.	Public School.....	$810
Bannister, Miss M. E..	Santa Clara....	.....	
Boynton, Geo. F.....	.....	.....	
Bowen, Miss Clara C..	San Francisco.	Primary School	810
Braly, Mrs. M. J.....	.....	.....	
Bigsby, Emma*.....	Bloomfield	Primary School	
Burke, Miss Ella R...	Sacramento ...	City School	75
Burke, Miss Evelyn E.	Sacramento ...	City School	75
Campbell, Amy T.* ...	San Francisco .	Greenwich Street School....	810
Carswell, Abby A.* ..	Stockton	Primary	700
Cameron, Miss A. S.*.	San Francisco .	Third Street School.....	810
Crocker, Miss L. H...	.....	.....	
Chapman, Miss E. M.*	Sonoma Co....	Public School.....	
Clayton, Kate J.*	Santa Clara...	Primary School	60
Chalmers, Miss Agnes .	San Francisco .	Primary School	810
Davies, Mrs. Melvina..	San Francisco .	Private School	
Doud, Miss Nettie*...	San Francisco .	Denman Grammar School...	900
DeGroot, George M. ..	Pescadero	Public School.....	80
Elmore, Miss H. M ...	Watsonville ...	Assistant Grammar School..	800
Estabrook, H.*.....	San Francisco .	Union Primary School.....	810
Estabrook, Hattie J.*.	San Francisco .	Fourth Street Primary Sch..	600
Flint, Almira T.*.....	San Francisco .	Denman Grammar School...	810
Flood, Mrs. C. F. S.* .	Downieville ...	Assistant Grammar School..	810
Frissell, Miss Sarah E.*	San Francisco .	Eighth Street School.....	810
Featherly, Henrietta* .	San Francisco .	San Bruno School	600
Garrison, Gazina*.....	San Francisco .	City School	810
Gales, Miss H. M.	San Francisco .	Primary School	810
Greer, Miss Jane E.*..	Redwood City.	Public School.....	75
Gregory, Sophia P....	Sacramento ...	Public School.....	
Gummer, Lillie A.*...	San Francisco .	Denman School	810
Gibbons, Anna*.....	San Francisco .	Fourth Street Primary School	810
Grant, Ellen G.*.....	San Francisco .	Union Primary School.....	810
Germain, Clara*.....	Martinez.....	Assistant Primary School...	
Gray, Anna L.*.....	San Francisco .	City Training School.....	600
Hancock, Geo. H.....	.....	.....	
Hall, Miss Mary E.* ..	Los Angeles...	.....	
Hall, Maggie J.....	San Francisco .	Lincoln School	810
Hall, Sallie	.....	.....	
Howe, Fannie S.....	San Francisco .	.....	
Hucks, Annie	San Francisco .	Broadway Primary School...	810
Harrington, Miss Mary	Watsonville...	Primary School	650
Hampton, Mrs. M. G.*.	Brooklyn	Primary School	650
Heydenfeldt, Mary G.*	San Francisco .	Normal Training School....	810
Ingraham, Mrs. R. F..	San Francisco .	Primary School	810
Jenner, Charles K....	Healdsburg....	.....	
Jordan, Maggie L.* ..	San Francisco .	Market Street School	810
Jourden, Annie M.* ..	San Francisco .	Fourth Street School.....	810
Kimball, Miss A. L.* .	San Francisco .	Protestant Orphan Asylum..	
Kennedy, Annie E.*...	Span. Dry Dig's	.....	75
Littlefield, Nellie A.* .	San Francisco .	Market Street School.....	810

* Graduates of Cal. State Normal School.

HOLDERS OF SECOND GRADE CERTIFICATES—*continued.*

NAME.	RESIDENCE.	POSITION.	Salary per ann. or mon.
Little, Mary J.....	San Francisco .	Denman Grammar School...	
Lynde, Mrs. M. A.....	Oakland	Lincoln Primary School	
Metcalf, Mary F.*....	San Felipe....	County School	
Merry, D. B.....	Chile Gulch...	County School	
Miller, Sarah E.*.....	San Francisco .	Cosmopolitan School.....	$810
Morgan, Lizzie A.* ...	San Francisco .	Tehama School.....	810
Murphy, Miss Mary...	San Francisco .	Spring Valley School.....	810
Moulthrop, Miss M. S.*	San Francisco .	Rincon School	810
McGlashen, C. F.....	.....	.....	
Norton, Miss Mary J.*	San Francisco .	Public School.....	810
Newell, Lissie A.*....	Petaluma.....	Assistant Primary School...	
Nichols, Miss F. A. E.*	San Francisco .	Tehama Primary School	810
O'Connor, Miss M. E. *	San Francisco .	Mission Grammar School....	810
Oliver, Sarah J. K....	.....	.....	70
Pascoe, Mary *.....	San Francisco.	Tehama Primary School.....	810
Palmer, Phœbe	Benicia	Seminary.....	900
Perkins, Mary	San Francisco.	Primary School	810
Piper, Frances B.*....	.....	.....	
Powell, Geo. E.....	.....	.....	
Porter, Sarah J	Coloma	County School.....	800
Rodgers, Arthur*.....	.....	.....	
Royce, Mary E.....	.....	.....	
Royce, Mrs. S. E.....	.....	.....	
Roberts, Ella A.*	Albany, Oregon	.....	
Salisbury, Miss M. A..	San Francisco .	.....	810
Soule, Maria L.*	.....	.....	
Soule, Fanny *.....	San Francisco .	North Cosmopolitan School .	810
Stone, Carrie O.....	Marysville*....	Public School.....	
Simon, Frances*.....	San Francisco .	Public School.....	810
Spooner, Carrie J....	Oakland	City School	75
Smith, Grace*.....	San Francisco .	Cosmopolitan	600
Taylor, Valeria M....	Solano County.	Public School.....	
Trowbridge, N. S.* ..	Jackson	Public School.....	
Thomas, Mrs. S. D....	Chico	Public School.....	
Towle, Charles B.....	Centerville	First Grade County.....	100
Varney, Mrs. E.....	San Francisco .	Lincoln Grammar School....	810
Wade, Margaret*.....	San Francisco .	Rincon School	810
Wells, Mrs. Laura H..	Sacramento ...	City School.....	75
White, Elizabeth *....	San Francisco .	Union Primary School.....	810
Williams, Miss S. A.*	.....	.....	
Wright, Ada E *.....	San Francisco .	Pupil State Normal School..	
Williams, Mary E.*...	San Francisco .	Public School.....	810
Whitney, Sarah H ...	San Francisco .	City School.....	810
Yeckley, R. D.*H....	.....	.....	
Youngberg, Mary*...	San Jose.....	Public School	750
York, Elizabeth	San Francisco .	Public School.....	
Yates, Margaret J...	Centerville	Cosmopolitan School.....	

* Graduates of Cal. State Normal School.

HOLDERS OF THIRD GRADE STATE CERTIFICATES.

NAME.	RESIDENCE.	POSITION.	Salary per ann. or mon.
Anderson, Sarah E.* ..	San Francisco..	Potrero Primary School ...	$600
Atkinson, Julia A.....	Vallejo.....	Public School.....	
Beers, Adrianna L.....	San Francisco..	City School.....	
Bell, Mary.....	San Francisco..	.....	
Bryant, John W.....	Sonoma County.	Public School.....	
Clark, Mary P.*.....	Alameda	.....	
Doyle, Annie L.	Antioch.....	Public School.....	
Forbes, Jennie A.....	San Francisco..	Lincoln School	810
Fifield, Mrs L. L.....	Sierra County..	Public School.....	
Gaddis, Annie D.*	Woodland.....	Public School.....	600
Gallagher, Ellen	San Francisco..	Tehama School.....	600
Gallagher, Isabella	San Francisco..	.....	
Gallagher, Louisa B. ..	.....	.....	
Gelston, Julia M.....	San Francisco..	.....	
Gallagher, Maggie J...	San Francisco..	.....	
Harvey, Ella M.*.....	.....	.....	
Hart, Pauline.....	.....	.....	
Johnson, Alice F.....	San Francisco..	.....	
Joice, Amelia.....	San Francisco..	.....	
Locke, Hattie B.*	San Francisco..	.....	
Lewis, Anna H.	.....	.....	
Lannon, Jas. Walter ..	.....	.....	
Mowry, Susie A.....	Oakland.....	Primary School.....	600
Meader, Etta.....	Stockton	Public School.....	
O'Brien, Kate*.....	San Francisco..	Primary School.....	600
Paul, Rebecca P.....	Redwood City..	.....	600
Sullivan, Therese M....	San Francisco..	Spring Valley Prim. School	810
Shuey, S. Jennie.....	San Francisco..	.....	
Stockton, Anna	Folsom.....	Public School.....	
Thurber, Valeria.....	Donner Lake...	Public School.....	
Thayer, Miss S. H.....	San Francisco..	Union School	810
Wool, Hattie L.*.....	San Francisco..	City School.....	
Willis, Miss E. E.....	Oakland.....	City School.....	700

* Graduates of Cal. State Normal School.

Resident Editors' Department.

After this issue of the Teacher, the Department of Public Instruction in this journal will be under the exclusive control of Rev. O. P. Fitzgerald, Superintendent of Public Instruction. With the exception of this Department, the general management of the Teacher will continue, as heretofore, under the control of the following board of editors: John Swett, Samuel I. C. Swezey, and James Denman. All communications and subscriptions will be addressed California Teacher, Box 1997, San Francisco.

Personal.—Volney Rattan, one of our State corps of professional teachers, has just returned from a trip to the Eastern States, England, and the Paris Exposition, enriched by travel and careful observation. The school that secures the services of Mr. Rattan will be a fortunate one. His Post Office address is Stockton. John Swett has been elected Principal of the Denman Grammar School, *vice* James Denman, elected City Superintendent of Public Schools. John C. Pelton has been elected Principal of the Lincoln Grammar School, *vice* Ira G. Hoitt, transferred to the North Cosmopolitan School. Dr. Biggs has taken the school in the Antelope District, near Red Bluff. Prof. Clarke has taken the school in Wyandotte District, Butte County.

Los Angeles.—We had the pleasure last month of visiting the schools of Los Angeles. The Boys' Grammar School is in charge of Dr. T. H. Rose, formerly of Benicia. During the few months he has had charge of the school, he has made it a model one in all respects, affording a most agreeable contrast to its appearance six months ago. The Girls' Grammar School, in charge of Miss Hoyt, is in fine condition. The Primary School of Miss Maddigan is all that could be desired, and Mrs. Foster's Primary Department is well filled. The little colored school of twenty children, was neat and orderly. The private school of Manuel Silva, attended by sixty children, presented a very creditable appearance. Instruction is given in Spanish, French, and English, and the classes in Reading, Arithmetic, and Penmanship did themselves great credit. The ungraded school of Mrs. Williamson, two miles from the center of the city, is exceedingly well managed. Altogether, the citizens of Los Angeles have reason to be proud of the excellent condition of their public schools, and we regret that we cannot give them a more extended notice.

Santa Barbara.—We found the Girls' Grammar School in this town, taught by Miss Abby S. Green, formerly of San Francisco, in excellent condition. It numbers eighty pupils. The Boys' School, numbering eighty-five pupils, in charge of Rev. Mr. Williams, needs an assistant teacher.

San Jose.—The new school-house in this city is nearly completed. It is the finest wood school-house in the State.

Roll of Honor of Alviso School District, Term ending Nov. 15th —William A. Yates, Teacher:—Miss Mary Brier, Miss Lizzie Brier, Miss Marian Crandell, and Miss Clara Hawley, standing 95 per cent. for term.

Roll of Honor of Nevada High School—E. M. Preston, Teacher: Henry Duffey, 96; Mary Hinds, 93; Josephine Greely, 92; Miss G. A. Turner, 90; Anna Gregory, 89; Flora Cornell, 85.

The Metric System—of weights and measures—prepared to accompany Eaton's Common School Arithmetic by Prof. Newton, of Yale College, has just been published by Taggard & Thompson, Boston. It comprises in twelve pages all that is needed to give pupils the theory and the practice required for a thorough comprehension of the metric system, and is admirably adapted to supply to teachers and scholars almost the only deficiency that has heretofore existed in this favorite series of arithmetical text-books.

The Howard Quarterly—for October—contains a fine portrait of the Rev. Dr. Scudder, and his admirable Lecture upon "The Theatre; a sacred poem," by Miss Helen A. Satterlee, entitled "Going to Emmaus;" a long and valuable paper on the Origin of Geographical Names, by James E. Gordon, confined to the names of the Western Continent; an Autobiography of the lamented Mrs. Bella Z. Spencer, and a short paper on "Changes of Fashion," by H. W. S.; besides four pages devoted to the Literary Societies connected with the various churches of the city. For sale by C. Beach, Montgomery Street.

New Books.—We have received the following new books:

Pleasures of Old Age. From the French of Emile Souvestre. London: George Routledge & Sons. San Francisco: H. H. Bancroft & Co. pp. 344.

To all our readers we cordially commend this genial volume. Its author, who was engaged upon its pages when death found him, is truthfully pronounced by the translator "a large-hearted and pure-minded Frenchman." The work is divided into forty chapters, and seems to be a portraiture of the closing years spent by one who has done his duty in the active world, and now waits calmly for the end, resolved to see what good may be seen in growing old. No one who reads the "Pleasures of Old Age" will be made the worse during his young years; and many who are passing into the undefined region where age begins, would be rendered better and more happy by taking to heart these lessons set forth in gentle phase during the last years of Souvestre.

Fairy Tales from Gold Lands. By May Wentworth. New York and San Francisco: A. Roman & Co. pp. 234.

May Wentworth has told some interesting stories for the children in this Christmas book; and the editor of the Teacher, who is esteemed among his friends as a large child, confesses to such attraction in the tales as compelled him to read them through at two sittings. Most of the ten papers have their scenes laid in California, where it would seem the fairies have been fairly domiciled; and we hope some day to meet with a specimen of the "little people," who shall tell us more of the doings which May Wentworth has recorded in these pages. The sketch of his Majesty the Emperor Norton, will be read with interest by every boy in San Francisco.

A Dictionary of the English Language, Explanatory, Pronouncing, Etymological, and Synonymous; with a copious Appendix. Mainly abridged from the Quarto Dictionary of Noah Webster, LL.D., as revised by Chauncy A. Goodrich, D.D., and Noah Porter, D.D. By William A. Wheeler. Illustrated with more than 600 engravings on wood. Springfield, Mass.: G. & C. Merriam. San Francisco: H. H. Bancroft & Co. pp. 1,000.

From the Preface of this Dictionary we extract the following passage as indicating the general purpose of the work:

This volume is designed as in some sort a revision and enlargement of the Octavo Abridgment of Webster's "American Dictionary" known as the "University edition," which was prepared by the late Professor Goodrich of Yale College, and was first issued in 1856. But as the "American Dictionary" was itself thoroughly revised in all its departments, and greatly augmented and improved, as recently as 1864, it was found that the original Abridgment could only in part be taken as the basis of reconstruction. The present work must therefore be considered as in the main an abstract from the last edition of the larger Dictionary, while the general plan is the same as that of its predecessor. Like that, it is intended to meet the wants of that large class of persons who wish to obtain in a single volume of moderate size and cost as complete a presentation as possible of the meaning, pronunciation, and orthography of the words which make up the main body of our modern English tongue. Like that, too, it has a specific end and object, having been "framed expressly for the benefit of those who are cultivating English composition on a broad scale, and are desirous to gain an exact knowledge of our language, and a ready command of its varied forms of expression."

The Quarto Webster, as our readers were informed upon its publication (California Teacher, Vol. II. p. 159), combines within itself all the elements to be desired in such a work; but the very fact of its fullness rendered it obvious that its cost would be in some sort a bar to its universal circulation. Notwithstanding the immense number of copies called for, there must necessarily be very many persons in this land for whom it is next to an impossibility to procure the information embodied in its broad pages. It was, therefore, a happy thought to combine in a volume of medium size the chief points that render the Quarto valuable, and which should thus place within the reach of all, at a small cost, the helps that are necessary for a thorough understanding of the English language. We have examined with as much care as practicable this "National Pictorial" edition, and are prepared to express with confidence the opinion that Mr. Wheeler has attained complete success in his undertaking. The vocabulary comprises all the words that ordinary readers will have occasion to examine. The definitions are in the same order, and generally in the words of the Quarto, with something less of fullness, while the illustrative examples are for the most part omitted. The synonyms are frequently retained. The appendix contains, in addition to the usual matter, a Glossary of Scottish words and phrases, prepared by the noted elocutionist, Wm. Russell, and a Vocabulary of Perfect and Allowable Rhymes. For persons who cannot obtain the Quarto Webster, we consider this new work the best attainable Dictionary extant.

A Treatise on Anatomy, Physiology and Hygiene. Designed for Colleges, Academies and Families. By Calvin Cutter, M.D. With 150 Engravings. Philadelphia: J. B. Lippincott & Co. San Francisco: A. Roman & Co. pp 466.

First Book on Anatomy, Physiology and Hygiene. For Grammar Schools and Families. With 83 Engravings. By Calvin Cutter, M.D. Philadelphia: J. B. Lippincott & Co. San Francisco: A. Roman & Co. pp. 191.

Human and Comparative Anatomy, Physiology and Hygiene. By Mrs. Eunice P. Cutter. With 100 Engravings. Philadelphia: J. B. Lippincott & Co. San Francisco: A. Roman & Co. pp. 132.

We have pleasant memories connected with the series of texts before us. Nearly twenty years ago the "Treatise" was placed in our hands in the old Normal Building at Albany, N. Y. It was the year succeeding the death of Mr. Page, when the spirit he infused into the New York State Normal School was yet vigorous, and the students were privileged by contact with teachers *he* had trained. We remember the pleasant face of Prof. Eaton—since, and perhaps now, of the Packer Institute, in Brooklyn—as he talked to the class of the way in which he should teach the science, and of the way in which they were to study the same. To most of the students, certainly to our editorial self, the word Physiology was a stranger; in our mind, by some strange process, it was nearly synonymous with the word Astrology; but that synonym became speedily obsolete. During five long months, daily, the "Treatise on Anatomy, Physiology and Hygiene" was the work in which we chiefly delighted; and at their close hardly a page could be found in all the volume that had not become a part of our very being. And now, in the metropolis of the Pacific coast, we are called upon to pass judgment on Dr. Cutter's books—a judgment to be carried into every School District of California, and to go over the Sierras for the teachers and pupils there! We would respectfully inform Dr. Cutter that we are not impartial in this matter. While California was being filled with "Forty-niners," as the pioneers delight to call themselves, Prof. Eaton was filling our mind with Cutter's "Anatomy, Physiology and Hygiene," away off there in the old Normal Building, since changed, we believe, into some great hall, at Albany. The "Treatise" has lived along all through these years on its own merits, and only last May, in the State Institute held in this city, we remember the teachers passed a vote desiring the State Board of Education to substitute Cutter's Physiology for another work which had been adopted in the State Series. (California Teacher, Vol. IV, p. 339.)

For us, there can never be a school text-book on this science to equal Cutter's.

Leah's Confessions. An Autobiography. San Francisco: A. Roman & Co. (paper) pp. 130.

We have read this novel through. It was not hard work to read it, but, rather, a pleasure. And now, as we look to see what manner of impression is left, we are conscious of mingled pleasure and sorrow. It is a book of sad experiences, on the whole, with some good theology, and some that, to us, seems not good; and it manifests considerable power in the author to do good work with the pen. The price of the book, as published by Roman & Co., is only seventy-five cents, and the money would, in our judgment, be well invested by novel readers.

Bleak House. By Charles Dickens. With original Illustrations, by S. Eytinge, Jr. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 498.

Barnaby Rudge; and Hard Times. By Charles Dickens. With original illustrations, by S. Eytinge, Jr. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 523.

The Adventures of Oliver Twist. Also, Pictures from Italy, and American Notes for General Circulation. By Charles Dickens. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 487.

We hear, in these days, something about the high price of books, and have supposed that some reason for complaint might really exist; but a careful examination of the three volumes before us, comprising Nos. 9, 10 and 11 of the Diamond Dickens, suggests that either the complaints are ungrounded, or that Messrs. Roman & Co. have made this edition of Dickens an exception to the general rule. Each volume, we are told, may be purchased for one dollar and a half. The three contain more than fifteen hundred closely printed pages, so that the cost per page is less than three-tenths of one cent, and there are forty-eight beautiful original illustrations added at positively no expense to the purchaser. If this is not cheap reading as well as good reading, we should be pleased to learn where cheap reading can be secured. Of the literary merits of the volumes we do not presume to speak. The civilized world has passed judgment upon the matter contained in them, and in that judgment it is not only easy but truthful to say, "we concur."

Atlas to Fay's Great Outline of Geography for High Schools and Families. With a Text-Book. New York: G. P. Putnam & Son.

Great Outline of Geography for High Schools and Families. Text-Book to accompany the Universal Atlas. By Theodore S. Fay. New York: G. P. Putnam & Son. pp. 238.

This new system of Geography purports to give a great outline of facts which should be known by all. It includes the main points of the science of Geography, and omits the mass of detail which has become stereotyped in the ordinary text-books. The maps were engraved in Germany, and surpass in beauty anything that we have seen in American text-books on this subject. Mr. Fay says that his "work is not intended to reflect upon, far less to displace any other good school Geography;" but its province is different from theirs. He hopes "that the Great Outline will be regarded by other School Geographies in the field, not as an enemy, but as a reinforcement." We purpose to give this work a more careful examination than the time at our disposal has hitherto permitted; and in the meantime simply call the attention of our readers to it as the newest, and perhaps one of the most important text-books on the subject.

Manual of Oral Instruction for Teachers and Pupils of Graded Schools. By Laura T. Fowler. San Francisco: H. H. Bancroft & Co. pp. 54.

Reserved for notice in next number.

THE

CALIFORNIA TEACHER.

JANUARY, 1868.

Vol. V.] SAN FRANCISCO. [No. 7.

[For the California Teacher.]

AFTER-DINNER TALK WITH PARENTS AND GUARDIANS.

BY PROF. KNOWLTON.

Why don't you visit the schools where your children spend so many hours a day for so many months a year? Do you *know* the teacher—the man or the woman—whose daily teaching, whose daily living, is doing more to mould the temper of your boy or girl, than even your own? Do you think how few hours a day you have those boys and girls in sight? Do you realize how much more you care for the integrity of the banker who keeps your funds, than for the moral and mental fitness of the teacher who trains your sons and daughters? In the midst of your jealous scrutiny into the security of the bonded warehouses, and the safes, and the vaults, and the banks, do you ever give a careful thought to the reliability and capacity of those who have in charge treasures more precious, mind-stock and soul-stock, worth a thousand fold more than all the bonded warehouses ever contained or the longest piers ever supported?

Can you estimate the value of well-trained minds? Can you put a price upon that gleam of quick intelligence that flashes from the eye of your own brave boy—your own beautiful girl—as you call them fondly to you in the rare moments which "more important business" suffers you to give your children? Do you question

closely, to know with perfect certainty the fitness of the man who would become your book-keeper? Do you require ample testimonials, "the best of references;" and sometimes even exact bonds? Does he deal with what concerns you so much more deeply than the minds and hearts of your children? Do you set the worth of your *book*-keeper so much above the worth of your *child*-keeper?

And, Mothers, how is it with you? Do you enter on the list of calls which *must* be made, the school-room, where your own darling daughter lives almost as much as in her home? Do you take pains to acquaint yourself with the teacher? Do you reckon it a duty to establish a cordial understanding with her as early as possible—to learn if you can help her better to understand the mind and heart of your girl, or your boy? Do you know how much you can help her so? Do you realize that to help her thus, is to give a tenfold benefit to your child and to yourself? Do you *care* anything about all this? Do you think that for *you* to call on the teacher would count but ONE call, and would cost *you* but little time or trouble? And do you think that for the *teacher* to call on *each of you*, at your separate homes so widely scattered, would compel *her* to make a *hundred* calls, and must consume all her leisure for a whole quarter? Do you think it quite fair to expect *her* to make a *hundred* calls — rather than be willing to make *one* yourself? How many times have you ever asked your daughter's teacher to lunch or to dine? How often have you welcomed her into the friendship and freedom of your own family home, to offer her such cheer and comfort as may brighten, for a few brief hours, her lonely longing for the dear old home she left? Think of all this, please;—and if you come to the conclusion that you have something to be done in respect to this interest, to which you have not attended as you should, resolve that next quarter, nay, *this* quarter, and all coming ones, shall see you prompt and faithful in attention to this sadly neglected part of every parent's and guardian's duty.

One more point. Do you sometimes find yourselves perplexed and vexed "almost to death" with the restlessness and mischievousness and waywardness of your boys and girls at home? Does it ever seem as if their noise and confusion would spoil all your peace and worry the very life out of you? Did you ever think that the teacher has fifty, sixty, seventy or even eighty just such restless and mischievous boys and girls—every one of them claiming some care every

hour, needing watching every minute? And if *you* can't keep your *own* temper at *home* with but *two* or *three*, can you wonder that the over-jaded teacher sometimes speaks hastily, scolds sharply, or even strikes unjustly? Wouldn't it be *kind*, nay, would it be any more than *just*, in you, to be quite *sure* what causes the teacher had for *any* word or deed, before you censure or condemn? I don't want to defend any teacher's loss of temper, nor offend any jealous mother; but simply to ask whether you wouldn't better make your own sins in this direction somewhat fewer and smaller, before you stone the teacher too heavily for similar transgressions under far heavier temptation?

If any one should call you unreasonable, unjust or unkind, you would immediately and indignantly resent it; but *are* you *quite* reasonable, and just, and kind, and *always* so, in your treatment of your children's teacher?

To place the matter even on the *lowest* plane, would it not *pay* to know and cheer the teacher? Would she not do better work, and more of it, every day? And would not that better work be done on the very minds and hearts of your own children. Fathers, Mothers, Guardians and Friends, how is it? Do you think your duty done, when you laugh over the misrepresented broils in the Board of Education, or listen to the children's unknowing complaint of the teacher—stirring no foot, lifting no finger, taking no thought to learn the real truth of the case, while you lightly utter careless, slighting words, which little ears take in and little heads remember, and, thenceforth, to treat still less respectfully, the teacher whom father or mother "don't think much of"? Are you doing quite *right* in this matter?

Fathers, what do you say? Even if you take pains to vote at all for Superintendent, or Director, does your duty end at the polls? Mothers, what do you think, how do you *feel* about it? Does your duty cease with simply seeing the children dressed, and "out of the way for school all day?" Is it not a wonder, that under all our carelessness, our schools are as good as they are? What other interest of life would thrive as well if treated with such indifference? How much more can you do, by word and deed, at home and in the school-room, to maintain all the excellence already acquired, and increase still further, the efficiency of our Public Schools? How much more will you do? Won't you think of it?

[From Superintendent Swett's Biennial Report.]

SUMMARY A.

SUMMARY OF SCHOOL STATISTICS FOR 1866 AND 1867.

		1866.	1867.
No. of white children between 5 and 15 years of age		83,325	92,409
Increase	9,084		
No. of negro children between 5 and 15 years of age		625	709
Increase	84		
No. of Indian children between 5 and 15 years of age who live under the guardianship of white persons		1,202	1,231
Increase	29		
Total number of census children between 5 and 15 years of age		84,178	94,379
Increase	10,197		
No. of children under 5 years of age:			
White		51,661	54,318
Negro		277	197
Indian		427	578
Total number of children under 5 years of age		52,365	55,093
Increase	2,728		
Total number of children under 15 years of age		136,544	149,472
Increase	12,798		
No. of children between 5 and 15 years of age who have attended school at any time during the school year:			
White		37,623	54,395
Negro		220	256
Indian		63	75
Total		37,906	54,726
Increase	16,820		
No. of children between 5 and 15 years of age who have attended private schools at any time during the school year:			
White		15,569	13,977
Negro		75	34
Indian		27	15
Total		15,671	14,026
Decrease	1,645		
No. of children between 5 and 15 years of age who have not attended school at any time during the school year:			
White		20,446	20,407
Negro		247	140
Indian		1,078	864
Total		21,771	21,411
Decrease	360		
No. of Mongolian children under 15 years of age		361	412
Increase	51		
No. of Mongolian children between 5 and 15 years of age attending school		12	218
Increase	206		

STATISTICS FROM REPORTS OF TEACHERS AND TRUSTEES.

		1866.	1867.
Whole number of boys enrolled on Register		26,861	31,943
Whole number of girls enrolled on Register		24,472	29,284
Total number enrolled		51,273	61,227
Increase	9,954		
Average number belonging		38,191	45,673
Increase	7,482		
Total number of schools		913	1,083
Increase	170		
Average number of months school was maintained		5½	7.2
Increase	2		
Monthly salary, board included, paid teachers			
Male		$73	$77
Increase	$4		
Female		$57	$61
Increase	$7		
Average annual salary of male teachers			$554
Average annual salary of female teachers			$160
No. of districts which have voted a school tax		105	100
No. of school visits made by County Superintendents		2,133	2,775
Increase	642		
No. of school visits made by School Trustees		5,792	6,574
Increase	782		
No. of visits made by other persons		30,060	39,185
Increase	9,125		

FINANCIAL STATISTICS.

		1866.	1867.
To cash paid for teachers' salaries		$551,462 02	$696,110 28
Increase	$144,648.26		
To cash paid for sites, buildings, repairs and school furniture		185,056 42	238,010 64
Increase	52,954.22		
To cash paid for school libraries		2,074 81	10,125 10
Increase	8,050.29		
To cash paid for school apparatus		4,059 57	5,431 83
Increase	1,372.26		
To cash paid for rent, fuel and contingent expenses		111,850 37	213,610 96
Increase	101,760.59		
To cash drawn from unapportioned County Fund for County Institutes		750 35	1,743 31
Increase	992.96		
To cash drawn for payment of County Boards of Examination		1,164 45	2,339 95
Increase	1,175.50		
To cash drawn for postage, binding, books and works on school architecture		2,067 33	1,211 34
Total expenditure		$859,229 19	$1,163,348 72
Increase	304,119.53		
By balance on hand at beginning of school year		$83,712 25	$71,279 92
Cash received from State apportionment		132,410 71	268,910 84
Increase	136,500.13		

FINANCIAL STATISTICS—*continued*.

		1866.	1867.
Cash received from county taxes		$199,820 30	$302,945 36
Increase	$103,124.97		
Cash received from city taxes		270,847 52	292,773 00
Increase	21,925.48		
Cash received from district taxes		73,175 85	58,954 74
Cash received from miscellaneous sources		79,285 55	210,857 81
Increase	131,572.26		
Amount received from rate bills and subscription, as reported by School Trustees		79,600 30	81,966 31
Total receipts		$918,788 57	$1,287,687 98
Increase	368,899.41		
Total expenditures brought forward		859,229 19	1,163,348 72
Balance on hand at close of school year		$59,559 38	$147,145 36
Increase	87,585.98		
Valuation of lots, school houses and furniture		$1,125,969 80	$1,703,250 26
Valuation of school apparatus		15,143 74	21,718 90
Valuation of school libraries		7,072 28	21,366 56
Total valuation of school property		$1,148,185 80	$1,746,335 72
Increase	598,149.86		

		1866.	1867.
No. of 1st Grade Schools		146	168
Increase	22		
No. of 2d Grade Schools		389	426
Increase	37		
No. of 3d Grade Schools		378	471
Increase	93		
Total		913	1,065
Increase	152		
Total number of School Districts		891	864
No. of new districts organized		82	
No. of trustees appointed by County Superintendents		658	
No. of school houses built of brick		37	58
Increase	21		
No. of school-houses built of wood		681	821
Increase	140		
No. of new school-houses erected		85	106
Increase	21		
No. of male teachers		597	616
Increase	19		
No. of female teachers		671	773
Increase	102		
Total		1,268	1,389
Average monthly wages paid to male teachers		$73	$77
Average monthly wages paid to female teachers		$57	$64
No. of schools maintained more than three and less than six months		358	387
Increase	29		
More than six and less than nine		205	281
Increase	76		
No. of schools maintained nine months and over		197	249
Increase	52		
Average No. of months of all schools in the State		5.5	7.2
Increase	2		
No. of schools for colored children		12	12
No. of pupils attending		297	400
No. of teachers who attended County Institutes		497	723
Increase	226		
No. of volumes in county teachers' libraries		1,500	3,220
Increase	1,720		
Estimated value of such libraries		$2,174	$6,090
Increase	$3,916		

SUMMARY B.

COMPARATIVE SUMMARY OF SCHOOL STATISTICS, SHOWING THE BIENNIAL INCREASE FROM 1865 TO 1867.

		1865.	1867.
Whole number of Boys enrolled on Public School Registers		27,103	31,943
Increase	4,840		
Whole number of Girls enrolled on Public School Registers		22,989	29,284
Increase	6,295		
Total number enrolled		50,092	61,227
Average number belonging to Public Sch'ls		33,706	45,673
Increase	11,967		
Per centage of enrollment on the whole number in the State		53	66
Increase	13		
Average number of months during which Schools were maintained		7.3	7.2
Decrease	.1		
Per centage of children attending Private Schools on the whole number of children in the State		18	14
Decrease	4		
RECEIPTS.			
Balance on hand at beginning of School year		$85,523 78	$71,279 92
Amount of School Fund received from State		168,828 71	268,910 84
Increase	$100,082 13		
Amount of School Fund received from County taxes		166,839 67	302,945 36
Increase	136,105 69		
Amount of School Fund received from City taxes		273,853 34	292,773 00
Increase	18,919 66		
Amount of School Fund received from District taxes		71,152 15	58,954 74
Amount of School Fund received from miscellaneous sources		95,550 89	210,857 81
Increase	115,306 92		
Amount of School Fund received from rate bills and subscriptions		91,181 93	81,966 31
Total receipts		$952,930 47	$1,287,687 98
Increase	334,757 51		
EXPENDITURES.			
Amount paid for Teachers' salaries		$526,585 14	$696,110 28
Increase	169,525 14		
Amount paid for sites, buildings, repairs, etc		257,804 98	238,070 64
Decrease	19,734 34		
Amount paid for rent, fuel, and contingent expenses		89,056 57	213,610 96
Increase	124,554 39		
Amount paid for School Libraries		5,792 01	10,125 10
Increase	4,333 09		
Amount paid for School apparatus		3,777 86	5,431 83
Increase	1,653 97		
Total expenditures		883,116 56	1,163,348 81
Increase	280,232 25		

COMPARATIVE SUMMARY OF SCHOOL STATISTICS—*continued.*

		1865.	1867.
Balance unexpended		$69,813 91	$147,145 36
Increase	$77,331 45		
Valuation of School houses and lots		1,004,167 59	1,703,250 26
Increase	699,082 67		
Valuation of School Libraries		6,472 00	21,366 56
Increase	14,894 56		
Valuation of School apparatus		14,360 31	21,718 90
Increase	7,358 59		
Total valuation of School Property		$1,024,999 90	$1,346,335 82
Increase	721,335 82		
Average monthly wages paid Male Teachers		74 00	77 00
Increase	3 00		
Average monthly wages paid Female Teachers		62 00	64 00
Increase	2 00		
AMOUNT OF SCHOOL MONEY RECEIVED FOR EACH CENSUS CHILD, FOR 1865, BETWEEN 4 AND 18 YEARS OF AGE; FOR 1867, BETWEEN 5 AND 15 YEARS OF AGE.			
From balance on hand at beginning of School year, Sept. 1st, 1864		89	75
From State School Fund		1 20	1 44
From half-mill State School Tax		75	1 41
From County School Taxes		1 75	3 21
From City Taxes		2 86	3 17
From District Taxes		71	62
From Rate Bills		96	86
From miscellaneous sources		1 00	2 24
Loss from fractional cents		04	
Total amount received per child from all sources		10 02	13 67
Amount per census child paid for teachers' salaries		5 54	7 39
Amount per census child paid for school houses, etc		2 71	2 53
Amount per census child paid for rent, fuel, and contingent expenses		94	2 26
Amount per school child paid for school libraries		06	10
Amount per school child paid for school apparatus		04	05
Total amount expended per child		$9 29	$12 61
Increase	3 32		
Average cost of tuition for the year for each child on the Public School Registers		10 50	11 20
Increase	70		
Total expenditure for each child enrolled on Public School Register		13 10	18 85
Increase	5 75		
Average per centage of amount raised by county taxes on each one hundred dollars of assessable property in the State		17	28
Increase	11		
Per centage of total expenditures on each one hundred dollars of assessable property in the State expressed in cents		48 9-10	58 1-10
Increase	9 1-10		
State assessment roll of taxable property			200,000,000 00

COMPARATIVE SUMMARY OF SCHOOL STATISTICS—*continued.*

		1865.	1867
MISCELLANEOUS STATISTICS.			
No. of First Grade Schools			168
No. of Second Grade Schools			126
No. of Third Grade Schools			171
No. of High Schools		6	6
Total No. of Schools		947	1,083
Increase	136		
No. of school districts		821	864
Increase	43		
No. of school houses built of brick		39	58
Increase	19		
No. of school houses built of wood		765	821
Increase	56		
No. of new school houses erected		102	106
Increase	4		
No. of schools maintained more than three and less than six months		277	387
Increase	110		
No. of schools maintained more than six and less than nine months		260	281
Increase	21		
No. of schools maintained nine months and over		244	249
Increase	5		
No. of school districts which raised a district tax		108	100
Decrease	8		
No. of male teachers employed during the year		603	616
Increase	13		
No. of female teachers employed during the year		552	773
Increase	221		
Total No. of teachers		1,155	1,389
Increase	234		
No. of teachers who attended County Institutes		272	723
Increase	451		
No. of visits made by County Superintendents		1,708	2,775
Increase	1,067		
No. of visits made by Trustees		4,684	6,574
Increase	1,890		
No. of visits made by other persons		24,121	39,185
Increase	15,064		
No. of certificates issued by County Boards of Examination to male teachers			362
No. of certificates issued by County Boards of Examination to female teachers			491
No. of certificates renewed			296
No. of applicants rejected by County Boards of Examination		198	195
No. of State Educational diplomas issued		22	148
Increase	126		

EXTRACTS FROM THE REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

The school year ending June 30, 1867, marks the transition period of California from rate-bill common schools to the American free-school system. For the first time in the history of the State every public school was made entirely free for every child to enter. In the smaller districts, having less than 100 children and less than $200,000 of taxable property, free schools were maintained three months; in the large districts, having more than 100 children and $200,000 of taxable property, free schools were kept open five months. More than 21,000 pupils attended free schools during the entire school year of ten months.

I am glad that, in this my last official report, I can say that a system of free schools supported by taxation is an accomplished fact.

When I assumed the duties of this office, five years ago, I saw clearly that it was useless to expect to improve the character of the public schools, to any considerable extent, without a largely increased school revenue, derived from the direct taxation of property. At the session of the Legislature in 1863, I secured a revision of the School Law, and a State school tax of five cents on the $100, which gave an additional revenue to the State fund of $75,000 a year. A bill was also passed providing for the gradual funding of the indebtedness of the State to the school department, then amounting to $600,000. At the next session, in 1864, an additional school revenue was secured by providing that the minimum county school tax should be equal to $2 per census child. This little clause gave an additional county school revenue of $75,000. In 1866, by the passage of the "Revised School Law," the State school tax was raised to eight cents on the $100, and the minimum county tax was made equal to $3 per census child, both provisions together increasing the school revenue by at least $125,000 a year. I need not say that to secure an additional school revenue of $300,000 per annum, in the face of the high County, State, and national taxation, during a period of civil war, was no holiday task.

During each successive session of the Legislature I became a persistent member of the "Third House," arguing, soliciting, meeting

Committees, and patiently waiting, with a determination to secure for every child in California a right, guaranteed by law, to an education in a system of free schools based upon the proposition that the property of the State ought to be taxed to educate the children of the State. I saw clearly at the outset that, even after the revenue was provided, the schools would be to some extent a failure unless protected from incompetent teachers by a thorough system of State examination and certificates. The schools cannot rise higher than the teachers.

The second leading object of my administration has been to secure a corps of professional teachers, and to elevate the occupation of teaching. How far this has been accomplished, the list of professional teachers and of the graduates of the Normal School, found in this report, will show. One-third of the teachers in the State hold State diplomas and certificates, and one-twelfth of the teachers are graduates of the California State Normal School.

A State Board of Education, of Examination, of Normal School Trustees; a uniform series of text-books; a course of study, rules and regulations; an educational journal—all constitute a system of education in place of the irregular, unsystematized, half-public and half-rate bill schools of five years ago.

The progress of the schools since 1863 will be shown, to some extent, by the following brief comparison of statistics:

The school census taken in June last showed an increase of attendance on public schools of 16,820 children over the number reported in attendance the year preceding, and a decrease of attendance on private schools since 1866 of 1,645.

In 1862 only fifty per cent. of the census children were enrolled on the public school registers; in 1867 the per centage of enrollment was 66.

In 1863 the average public school attendance was 20,000; in 1867 it was 46,000. In 1862 the amount of State School Fund apportioned was $75,000; in 1867, $269,000. In 1862 the amount raised by county taxes was $146,000; in 1867, $303,000. In 1862 the total receipts from all sources of school revenue amounted to $497,000; in 1867, $1,287,000. In 1862 the amount paid for teachers' salaries was $330,000; in 1867, $696,000. In 1862 the total amount of expenditure for public schools amounted to an

average per centage of 30 cents on each $100 of the assessment roll of the State: in 1867 the expenditures amounted to 58 1-10 cents on each $100, besides leaving a surplus on hand for the next year of $150,000.

[From Supt. Swett's Biennial Report.]

REVISED SCHOOL LAW.

Early in the session of 1865–6, the State Superintendent submitted a series of amendments to the Senate Committee on Education. The amendments were so extensive, that the Committee referred the entire law to the Superintendent for revision. The law, as drafted by me, was submitted to the Committee, and adopted with a few slight changes. I desire to acknowledge the valuable aid of Mr. Leonard, Chairman of the Senate Committee; of Wm. J. Shaw, of the Committee; of John S. Hayes, of the Senate; and of Daniel J. Thomas, of Sacramento, to whom the School Law is largely indebted for its legal clearness and accuracy. The bill as submitted by the Committee passed the Senate with a few amendments, as follows:

Section 101, which provided that all schools should be maintained by tax, free, for five months, was amended by inserting a clause that in districts having more than one hundred children, and taxable property assessed at over $200,000, rate-bills should be assessed only after five months' school, and in smaller districts, to assess rate bills after a three months' school.

Section 102 was amended by the Senate to correspond with Sec. 101, by inserting the following clause in the fourth line: "As required in the preceding section." The result was to make an apparent conflict in those sections of the law.

In Section 98, for rating district taxes, the Superintendent and Committee were reluctantly forced to adopt a limitation to the tax for building purposes to thirty-five cents on each one hundred dollars, and for school purposes of fifteen cents on each one hundred dollars, as a compromise to prevent the defeat of the whole bill. This limitation ought to be at once repealed.

Sec. 106 was amended by inserting three instead of five months.

Several other verbal amendments were made, and, with these exceptions, the bill passed as originally drafted.

The law has proved satisfactory to the great majority of those most directly interested in education, and is acknowledged by Eastern educators to be a model school law.

AMENDMENTS.

I recommend to the Legislature the following amendments:

1. In Section 98, relating to district taxes, strike out the following: "The maximum rate of tax levied by a district in any one year for building purposes, shall not exceed thirty-five cents on each hundred dollars, and the maximum rate levied for school purposes by such tax, shall not exceed fifteen cents on each hundred dollars for one year."

2. That Section 101 be repealed, thus abolishing rate-bills entirely, providing for five months' school free, and leaving parents to voluntarily contribute for the support of school for a longer term if they desire it.

3. Amend Section 102 by striking out the words in the fourth line, "as provided in the preceding section."

TEACHERS' OATH OF ALLEGIANCE.

"An Act concerning teachers of common schools in this State," approved April 27, 1863, amended March 18, 1864, but which forms no part of the school law, ought to be repealed. It served its purpose during the war, but for the past two years, since the close of the war, it has been a dead letter on the statute book.

Saint Thomas, one of the Virgin group of West India islands, belonging to Denmark, thirty-eight miles east from Porto Rico; area, twenty-four square miles; population in 1855, 12,560; the surface is elevated and rough, highest in the center; it was formerly well wooded, but the cutting off of the wood has subjected it to frequent and severe droughts; the soil is sandy and not very fertile; only about 2,500 acres are under cultivation, and cotton and sugar-cane are the principal crops; it is open to the commerce of all nations, and is a dépôt of goods for the adjacent islands; it is visited by about 3,000 vessels annually; capital, Charlotte Amalie.—*New American Cyclopedia.*

Department of Public Instruction.

SEMI-SALUTATORY.

THE following articles have appeared in *The Spectator*, and are now slightly altered and reproduced here for the purpose of indicating the spirit and general purpose with which I enter upon my duties as Superintendent of Public Instruction. The individual "I" is substituted for the editoral "We."

O. P. FITZGERALD.

OUR COMMON SCHOOLS.

I have been looking over our existing "Revised School Law." It is a voluminous document. Its author says it cost him a great deal of care and toil. I do not doubt it. It will cost no little of both to any man who undertakes to comprehend its principles and master its details. This is what I have been trying to do, in view of the responsibilities devolved upon me by the voice of the sovereign people of California. I am making some progress, and hope by the time my services are called for, I shall have a pretty clear understanding of what the law requires at my hands.

Just now, the subject of common schools claims an unusual degree of public attention. A change in their administration is impending, and the eyes of the people are turned to the just elected Superintendent of Public Instruction, with hope of improvement, or apprehension of injurious change. Some expression of opinion and indication of policy are desired, and have been called for, by both the friends and the enemies of the present system.

It is known that the system has its enthusiastic friends and its bitter enemies. On the one hand, it is glorified as embodying every excellence that the profoundest wisdom and ripest experience could attain, while on the other hand, it is denounced as fundamentally vicious in principle, defective in administration, and ruinous in its results. This fact, then, confronts us at the very threshold. A large portion of our people are dissatisfied with our present system of common schools, or with their management—or with both. This fact is undeniable, and will not be questioned by any one who has had opportunities of becoming acquainted with the popular sentiment on the subject. It may be said, that this discontent is owing to misrepresentation, prejudice, or ignorance. Nevertheless, the fact remains, and presents a matter for grave consideration for

a public officer, who represents the whole State, and acts for the whole people. And it seems to me, that the first thing to be sought, is some plan, by which these conflicting views and feelings can be harmonized, so that at our elections, we shall not have successive and perpetual angry contests, rousing sectional and religious prejudices, and bringing the cause of popular education down to the level of the lowest demagogism and party passion. Cannot measures be taken which will settle our school system on a basis that will be satisfactory to all, and thus leave us free to improve in our methods of governing and teaching, instead of consuming our energies in unending struggles in behalf of opposing ideas or principles? To do this, the subject must be approached and dealt with in a spirit of candor and conciliation. Majorities must be courteous and considerate. The rights and feelings of minorities ought to be respected. This has not always been done. It will not, I hope, be considered out of place if I say, just here, that the dissatisfaction with our public school system is, at least in some measure, owing to the fact that the utterances of its representatives have not always been such as to indicate a recognition of the fact, that minorities have feelings and rights which should not be gratuitously trampled on or disregarded. We need not make this allusion more specific—perhaps it is not needed at all. If it does not apply, nobody will be hurt. Sectional and partisan influences and utterances must be ignored and avoided, if we would harmonize in school matters in California. Our people, representing every State in the Union, and every country of Europe, will not contentedly wear any provincial strait-jacket that may be provided for them. They will not sneeze when somebody away off at a distance takes snuff. We have an individuality as well as a destiny of our own. We will not be governed by the ideas of London, Paris, Boston or Richmond. California's free young limbs will wear no imported shackles. Our cosmopolitan people will accept of nothing that is unsuited to them, let it come whence it may. Natives and foreign born, Northerners and Southerners, Catholics and Protestants, Jews and Gentiles, are all here, and all have equal rights and common interests. Can they agree on a system of public instruction that will be satisfactory to all? This is the question to be tested, and the result will determine the intelligence, the moderation and the liberality of our people. In order to success in this most desirable endeavor, too much must not be demanded on the one hand, nor a disposition to yield nothing, be exhibited on the other. If the subject is taken hold of in an obstinate and unyielding spirit, the child is not born who will see the end of the struggle that will ensue. Now, if I can contribute something toward harmonizing our people in support of a system of public schools, I shall have filled the measure of my hopes in assuming the duties of the position to which the public voice has called me. It might be assuming too much to say that I occupy a favorable stand-point for the accomplishment of something in this direction. But, I will say, that the circumstances attending my nomination and election, encourage the hope that I shall have the sympathy and charitable judgment of a majority of the people of California in the endeavor which I may make.

O. P. Fitzgerald.

ABOUT THE SCHOOLS.

Not long since, in a short article in *The Spectator* I indicated, or endeavored to indicate, the spirit in which I proposed to enter upon the duties of the office of Superintendent of Public Instruction, to which I have been elected. That article was extensively copied and commented on by the newspapers. The character of these comments, in most instances, was determined by the party affiliations of the papers which honored the article with their notice, though justice requires me to say that even in those cases where disapproval was most strongly expressed, that disapproval was accompanied with a demand that a fair trial be given me. Yet the reception accorded to that article developed the fact, that the office of Superintendent of Public Instruction is surrounded with the influences, passions and perils of partisan association in the public mind, and that the incumbent is somehow expected to make the office the vehicle for the dissemination of his political views, and the exhibition of the peculiar prejudices that attach to him in consequence of his antecedents—such accidents as the place of his nativity, his education and associations. This sort of pre-judgment is likely to prove a little embarrassing, though it may be quite natural, and inevitable. Not only the suspicions of enemies, but the unreasonable demands or expectations of friends, may prove troublesome. (I use the words "friends" and "enemies" in the party sense, for in no other sense do I recognize that I have any enemies. I scorn the meanness that would make an honest difference of opinion on any subject the ground of social unfriendliness or proscription.)

In the article thus variously commented on, I aimed at nothing more than to indicate *the spirit* in which I proposed to enter upon my labors, not having even in my own mind digested a plan embracing the details of the policy to be pursued by me. I prefer to cross no bridges until I reach them. In matters of so much importance, involving not merely the success of an individual, or the weal of a party, but the interests of the whole people, random committals and rash action would be highly criminal. A reckless, revolutionary spirit that seeks to uproot and overturn just for the sake of change, should be avoided as carefully, on the one hand, as I would avoid a selfish and cowardly course that shrinks from the responsibility of needed reforms, on the other.

I said before the election—and I stand to it now—that all party politics should be carefully excluded from our public schools. They should be *American*, but not partisan. The text-books should inculcate a strong sentiment of nationality—a love for our whole country. Sectional and partisan *songs* should be as rigidly condemned and excluded. What is a sectional song? What I mean by it is, *a song that tends to excite hatred or contempt towards any portion of the American people*. Surely our public schools were not originated for such work as that. True, we have recently passed through a terrible civil war, and it cannot be reasonably expected that its passions will subside in a moment. But the war is over, and in God's name let it *be* over! It may be said that this or that party or section was wholly to blame. Admit it: have not the guilty as well as the innocent suffered enough? A wise parent, if compelled to punish a

guilty child, performs the disagreeable duty, and is done with it. He does not continue every day to throw the offense in his face with threats and harsh epithets. He does not seek to ring forever in the aching and reluctant ears of his already punished child the story of its error. Difficulties are liable to arise in the best of families. But sensible people seek to bury these troubles in the oblivion of mutual forgiveness and forgetfulness, instead of seeking every opportunity to reöpen the old wounds or rekindle the embers of strife. As a nation, we have had a family difficulty, with heart-burning, anger and violence on all sides. Shall we, in our text-books, and by the songs used in our schools, seek to keep alive the passions that ought to have died with the war? Shall we teach our children to hate each other, and curse our posterity with a legacy of mutual distrust and dislike? God forbid. Our public schools should be the conservators of a true and broad nationality—the matrix in which our people, composed of so many nations and races, shall be moulded into a homogeneous Americanism of opinion and character. Why should Californians entail upon their children and children's children sectional prejudices, and make them parties to quarrels that ought to die with the actors and the occasion that gave them birth?

With regard to any contemplated changes in our school system, I shall not move until I am sure I am right. No assumption of the infallibility of the present system will deter from honest criticism and effort at improvement. Neither will I be urged into any blind and indiscriminate movement for change. I have claimed to be true to my convictions, whether they were popular or unpopular, whether in the minority or majority, whether defeated or successful. My election to this office places me in a new and trying position, the duties of which I shall endeavor to discharge with a sole regard to the public good, determined, whatever amount of adverse criticism I may encounter, to do right.

O. P. Fitzgerald.

Education.—In the organization of the Legislative Committee, many of our readers will be interested in the composition of that on Education in each House. The Senate Committee is as follows: Robinson, Roberts, Tweed, Hager, Johnson. In the Assembly: Green, Cochrane, Battle, Waldron, Angney.

In the selection of these gentlemen, due regard has been had to this most important public interest. Mr. Robinson, chairman of the Senate Committee, is an educated man, who knows something of the subject of schools, and whose high personal character guarantees a conscientious performance of duty. Mr. Green, chairman of the Assembly Committee, is a former County Superintendent of Schools, understands school matters thoroughly, and is ardently devoted to popular education. We trust that whatever may be done in behalf of our schools, by the present Legislature, may be well and wisely done.

Resident Editors' Department.

ORGANIZATION OF THE DEPARTMENT OF PUBLIC INSTRUCTION, 1866-7.

JOHN SWETT, *Superintendent of Public Instruction.*
WM. F. TRACY, *Secretary.*

STATE BOARD OF EDUCATION.

FREDK. F. LOW.....Governor.
JOHN SWETT.....Sup't Public Instruction.
JOHN C. PELTON.....Sup't Public Schools, San Francisco.
F. W. HATCH.....Sup't Common Schools, Sacramento Co.
MELVILLE COTTLE.....Sup't Common Schools, San Joaquin Co.
JOHN R. BRIERLY.....Sup't Common Schools, Santa Clara Co.
SAMUEL I. C. SWEZEY.....Elected Member.
J. M. SIBLEY.....Elected Member.
GEORGE TAIT.....Principal State Normal School.

STATE BOARD OF EXAMINATION.

JOHN SWETT.....Sup't Public Instruction.
THEODORE BRADLEY.....Principal Boys' High School.
ELLIS H. HOLMES.....Principal Girls' High School.
GEORGE TAIT.....Principal State Normal School.
THOMAS S. MYRICK.....Principal Union Grammar School.

BOARD OF NORMAL SCHOOL TRUSTEES.

The members of the State Board of Education are made, *ex officio*, members of the Board of Normal School Trustees, with the exception of the Principal of the State Normal School.

BOARD OF EDUCATION FOR 1868 AND 1869.

On the 1st of December, 1867, Gov. Low, Sup't Swett, and Sup't Pelton were succeeded by Gov. Haight, Sup't Fitzgerald, and Sup't Denman; and on the 1st of March, 1868, Sup't Hatch and Sup't Brierly will be succeeded by Sup't Trafton and Sup't Braly.

After March, 1868, the Board will be constituted as follows:

HENRY H. HAIGHT.....Governor.
REV. O. P. FITZGERALD.....Sup't Public Instruction.
JAMES DENMAN.....Sup't Public Schools, San Francisco.
DR. —— TRAFTON.....Sup't Common Schools, Sacramento Co.
MELVILLE COTTLE.....Sup't Common Schools, San Joaquin Co.
JOHN H. BRALY.....Sup't Common Schools, Santa Clara Co.
SAMUEL I. C. SWEZEY.....Elected Member (term exp. June 30, 1870).
J. M. SIBLEY..... " " "
GEORGE TAIT..... Principal State Normal School.

STATE NORMAL SCHOOL.

GEORGE TAIT, Principal. HENRY P. CARLTON, 1st Assistant. ELIZA W. HOUGHTON, 2d Assistant.

STATE NORMAL TRAINING SCHOOL.

MRS. C. H. STOUT, Principal. MRS. P. C. COOK, 1st Assistant. MISS MARY HEYDENFELDT, 2d Assistant.

WHAT OUR PUBLIC SCHOOLS HAVE COST.—The total cost of the Public Schools, as shown by statistical tables, from 1851 to June 30th, 1867, is as follows:

Total amount derived from the State School Fund	$1,476,248
Raised by City and County Taxes	3,828,812
Raised by Rate Bills	1,145,191
From miscellaneous sources, not included in tabular statement	1,068,959
Total	$7,519,210
Expended for Teachers' Salaries	$4,657,754
" Schoolhouses and Sites	1,516,490
Contingent Expenses	1,344,966
Total	$7,519,210

To this amount may be added the following:

Salaries of State Superintendent, from 1851 to 1867	$56,500
Office Appropriations, Department of Instruction—1851 to 1867	30,000
Printing Reports and Blanks	35,000
State Normal School	36,000
State Institutes	3,000
Salaries of County Superintendents	250,000
Total	$ 410,500
Add to this	7,519,210
And the total Expenditure stands	$7,929,710

PUBLIC SCHOOL PROPERTY.—The total valuation of sites, buildings, furniture, and libraries is returned at $1,746,335, of which San Francisco claims $1,122,000; Sacramento, $77,000; San Joaquin, $54,000; Sonoma, $50,000; Santa Clara, $39,000; Nevada, $29,000; Solano, $29,000; Yuba, $27,000; El Dorado, $25,000.

REPORT OF EUREKA HIGH SCHOOL—D. C. PEARSON, PRINCIPAL.—First term of the school year ending Sept. 20th, 1867: Whole number days' attendance, 1767; whole number enrolled, 54; number pupils tardy, 7; number times tardy, 21; average number connected with school, 48 1/3; average attendance, 44 3-5; per cent. of attendance, 92 2/3. The standing of the pupils in their studies ranges as follows: only four fell below 80 per cent; 36 reached 85 per cent.; 15 came up to 90 per cent.; 12 stood as high as 92 per cent.; six as high as 93 per cent., and one as high as 95 per cent. Number on the Roll of

Honor during the quarter, 36. On the whole, if any school, laboring under numerous disadvantages, can beat this, we would like to hear from it. The following is the Roll of Honor: Ethel O. Cooper, Eliza L. Acors, Florence Brown, Clara E. McMahon, Mary J. Campbell, Risper S. Bennet, Minnie B. Bennison, Mercy Graham, Ella Copeland, Ida A. McKay, Annie M. Byrne, Mary J. Gray, Eliza M. Clark, Tillie Bibby, Mary Hanlan, Joseph B. Kimball, Geo. D. Murray, Andrew B Bennison, C. Frank Gardner, Elliot H. Gardner, Wm. H. Wyman, John M. Acors, James Madden, Wm. P. Pratt, Conrad Schumacher, Wm. L. Heney, Henry Cousins, Thos. T. Ricks, Charles Mentz, James T. Kelsey, Wellington T. Carr, Lewis T. Carr, Henry E. Rogers, Chas. E. Tracy, Ada B. Pearson.

Amendments to the School Law.—Senator Robinson, of Alameda, chairman of the Senate Committee on Education, introduced a bill, which has already passed the Senate, to repeal the law requiring teachers to take the oath of allegiance. Senator Shaw has introduced a bill, in accordance with the recommendation made in the Biennial Report of Mr. Swett, amending Section 98 of the Revised School Law, by raising the maximum rate of district tax for building purposes, from thirty-five cents, to one dollar on each one hundred dollars, and for school purposes, from fifteen cents, to fifty cents. It will undoubtly pass both houses. Mr. Dwinelle, of Alameda, has given notice of a bill to establish a State University.

Schools of Vermont.—We acknowledge the receipt of the able and interesting report of Hon. J. S. Adams, Secretary of the Board of Education of the State of Vermont, for 1867. Under the new School Law, a system of State examinations and certificates has been adopted, similar, in some respects, to that of this State. In the State Series of Questions published in the report, we recognize some of our California Questions. Vermont, like California, has adopted a uniform State Series of Text Books. We glean from the report the following statistics:

Number of children between four and eighteen	88,000
" " attending school	72,000
Average attendance	46,000
Expenditures	$480,000
Average length of schools	5½ months.

"Not Attending School."—The School Census returns 20,000 children between five and fifteen years of age, who do not attend school during the year. It must not be supposed that these children have *never* attended school. Several thousand, between five and six years of age, ought *not* to attend school: several thousand more, between thirteen and fifteen years of age, have left school to go to work. In a new State, where the demand for the labor of boys is so great, they cannot be kept at school up to the age of fifteen years. The number of children in the State over six years of age, who have *never* attended school, is very small, probably not exceeding 2,000.

LIST OF GRADUATES OF THE STATE NORMAL SCHOOL.

The State Normal School closed on the 29th of November. The following is a list of the members of the Eighth Graduating Class:

Numbers.	Graduates.	Training School Report.	Term Ex.	Final Examination.	Average Total.
1	Mrs. Ada E. Wright, San Francisco*	96	94	86	92
2	Mr. R. Eames, Santa Cruz County*	88	95	88	90
3	Miss Roxa S. Cocks, San Francisco*	95	83	84	87
3	Miss Henrietta Slater, Sacramento	93	89	80	87
3	Miss Marion Sears*	90	90	83	87
4	Mr. B. E. Hunt, Solano*	89	83	82	85
5	Miss Mary E. Savage, San Francisco†	84	86	83	84
5	Mr. C. L. McNaughton, El Dorado*	71	97	81	84
6	Miss Mary Perkins, San Francisco†	92	80	78	83
7	Miss Martha Lawless, San Francisco†	94	80	73	82
8	Miss Maggie Howard, San Francisco†	94	79	68	80

* Received 1st Grade State Certificates.
† Received 2d Grade State Certificates.

Roll of Honor, San Luis Obispo County: Ernest Graves, P. H. Dunn F. McMahon, Josephine Pollard, Helen Pollard, Virginia Salazar, Asuncion Dallidet, Florinda Post, Mary Ann Dunn, Celia Mathers, Arthur Dart, Anne Phelan, John Outhouse, A. Lunceford, C. Sumner, Frances Robbins, Frederick Branch, James Blake, Sarah Coffee.

Resigned.—Mrs. Mary L. Swett has resigned her position as assistant teacher in the State Normal School. The vacancy will be filled by the Board at their meeting on the 27th of December.

Progress.—The *Advance*, one of the large religious newspapers of Chicago, is out in an editorial favoring the appointment of ladies as members of the Board of Education. It claims that the training of young pupils might be much more accurately judged by the ladies, having such authority as a position in the Board would give, than by any men whatever. We find it easier to smile at the arguments of the *Advance* than to answer them.

New Books.—We have received the following works:

Gerty Harding's Mission. By Caroline E. Kelley. Boston: Henry Hoyt. San Francisco: C. Beach. pp. 260.

This is a story designed for the Sunday School library, really well adapted for such a place, and possessing more merit than most books of its kind. There seems to be very little nonsense about it, but rather a good tendency in helping youth in their every-day life. It is a girl's book, guiding girls in home duty.

LANDMARKS OF HISTORY. ANCIENT HISTORY: From the Earliest Times to the Mahometan Conquest. By Miss Yonge. Revised and partly re-written by Edith L. Chase. Third American edition. New York: Leypoldt & Holt. San Francisco: H. H. Bancroft & Co., pp. 240.

In this little book a clear and interesting view is given of the most important events of ancient times. Though intended particularly for the use of parochial schools, it will be found a valuable work for perusal in the family, where one of the special designs of the author—"to give a better understanding of the Scripture history, and the growth of the Church"—is more in place than in the public schools of the Commonwealth.

GREAT OUTLINE OF GEOGRAPHY. For High Schools and Families. A text-book to accompany the Universal Atlas. By Theodore S. Fay. New York: G. P. Putnam & Son, 661 Broadway, 1867.

Verily, "of making books there is no end;" and there ought not to be, perhaps, so long as good ones are made. We have had three or four or more Geographies within as many years: not new *publications* merely, but on *new* and professedly *original plans*. Well, we do not object to this. It shows that somebody is *thinking* on the *methods* of teaching this pleasant and important science. The volume before us has good points: we believe we could teach Geography successfully with this text and Atlas in a class. The method suggested, is not a common one with adult classes, but is not new altogether in primary classes, and we think it good. It can be easily tested. The paragraph style of treating subjects, and in popular language, is an attractive one, and we think *must* be successful. There should have been paragraphs upon the Pacific Railroad, and the route should have been marked out. We consider this an oversight not excusable in any American author. The author seems to us to have given more attention to Germany than to his own country. There should also have been, in our estimation, a paragraph upon the telegraph, and the prominent lines marked out. Also others upon the steamship lines and clipper ship routes.

The first fifty pages should undoubtedly have been placed *last* in the volume, where they properly belong. It has been definitely enough settled, as a philosophical truth, by all recent writers upon natural methods, that mathematical geography should NOT FIRST be taught to children, and, therefore, should not be placed first in a treatise upon the subject. Prof. Hill, and others, have long endeavored to impress this idea upon the minds of teachers. We trust, if Mr. Fay publishes another edition, he will begin geography at the *beginning*. The maps in this volume are excellent, and we might prefix "*super*" to this word. Publishers of maps in this State, who are accustomed to unite such colors as orange, yellow, buff and straw-color, to distinguish different States, might take a lesson from these charts. An article on California would have been very proper, we think. The author makes the Sacramento River rise in Oregon, which, we think, is an error. The book can best be tested in the school-room, and by following the suggestions of the author.

(We could make other suggestions; but suggestions from everybody cannot be embodied in a volume of this kind, and we forbear.) H. P. C.

La Litterature Française Contemporaine. Recueil en Prose et en Vers de Morceaux empruntés aux Ecrivains les plus renommés du XIXe Siècle; avec des Notices Biographiques et Littéraires, tirées des Ouvrages de P. Poitevin, M. Roche, L. Grangier, G. Vapereau, etc., etc. New York: Leypoldt & Holt. San Francisco: H. H. Bancroft & Co. pp. 310.

Selections from the eminent French writers of the seventeenth and eighteenth centuries have been read and justly admired, but it is well for us to know something also of the authors of the present day, whose influence on the language is not less marked than that of their predecessors. This volume of "Elegant Extracts" is, therefore, of great timeliness, and should be welcomed by every learner of French in all the land. It contains choice selections from more than one hundred writers, many of them little known among the masses of American readers, but all worthy of attention. It is a fitting supplement to the elementary series of texts in French issued by its enterprising publishers, Messrs. Leypoldt & Holt.

The Cambridge Course of Elementary Physics. Part First: Cohesion, Adhesion, Chemical Affinity and Electricity. By W. J. Rolfe and J. A. Gillet, teachers in the High School, Cambridge, Mass. Louisville, Ky.: John P. Morton & Co. pp. 324.

Why a Cambridge book should come from Kentucky, may puzzle our readers. Has not Boston energy enough to send books to California? Or is Boston so busy in buying up copies of this excellent text for her own schools, that she has no time to think of our need in respect of information upon the subjects whereof the "Cambridge Course, Part First," doth treat? We do not know. We only know that the copy before us bears the now familiar imprint of John P. Morton & Co., Louisville, Ky., and we delight to do that house the justice of saying that its list of texts is coming to rival fast the older firms of New York and Boston. But this is not a puff of Jno. P. Morton & Co. They do not advertise with us, and we are under no obligation to advertise them. They have sent us a good Cambridge book, notwithstanding; a book that is healthful to a teacher's eyes and to his brain. We are glad to welcome it. It has a great deal of common sense in it. Some portions read like a fairy tale, but at the close of every division we come square upon some "summary" of the principles taught in the fairy tale, and find the summary very scientific indeed. Mr. W. J. Rolfe and Mr. J. A. Gillet, teachers in the High School, Cambridge, Mass., have made a good book in this Part First of Cambridge Physics.

Short Studies on Great Subjects. By James Anthony Froude, M.A. New York: Charles Scribner & Co. San Francisco: H. H. Bancroft & Co. pp. 534.

In this well printed volume are collected several lectures of the noted historian of England, and various articles from his pen which appeared originally in the *Westminster Review*, *Fraser's Magazine*, etc. They cover a large field of thought, including "The Science of History," "The Times of Erasmus and Luther;" "The Philosophy of Catholicism;" "A plea for the Free Discussion of Theological Difficulties;" "Criticism and the Gospel History;" "The Book

of Job;" "Spinoza;" "England's Forgotten Worthies;" "Homer:" "Representative Men," etc., etc. The style is very excellent; the spirit brought to his investigations, belongs essentially to the "liberal" school of thought, and yet there are many passages of deep religious tendency; probably a book coming under the head of "dangerous," and altogether not fitted for Sunday School libraries of the "Orthodox" churches; probably also a book which men settled in their opinions, had better read and be thankful for.

A Fourteen Weeks' Course in Chemistry. By J. Dorman Steele, A M. New York: A. S. Barnes & Co. San Francisco: H. H. Bancroft & Co. pp. 261.

We have seen no book for some time which seems likely to accomplish so much for schools as this. In the plainest manner, various leading facts in Chemistry are arranged, and the title states just about what time it would require for an ordinary grammar class to master the work. Mr. Steele has embodied a wise theory in his pages, and we congratulate him on the appearance of his book, hoping the boys and girls of our golden State may be so fortunate as to make his acquaintance.

The Cambridge Course of Elementary Physics. Part Third: Astronomy. By W. J. Rolfe and J. A. Gillet, teachers in the High School, Cambridge, Mass. Boston: Crosby & Ainsworth, 1868. pp. 308.

This new work we should judge, from a cursory examination, to be superior to most of the school text-books now in use. We postpone a critical notice until further examination.

Elements of Natural Philosophy. A Book for Beginners. By W. J. Rolfe and J. A. Gillet. Crosby & Ainsworth, 1868. pp. 126.

We cordially commend this little work to all teachers of elementary classes. It is neat, simple, concise, and condensed. It is preëminently a practical book, for it is the work of practical teachers.

A Tale of Two Cities, and Great Expectations. By Charles Dickens. With original illustrations, by S. Eytinge, Jr. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 460.

The "Diamond Dickens," No. 12, and probably next to the last of the series. Everybody will want a copy, of course.

Errata.—In the extract from Mr. Swett's Biennial Report, page 198, the types are made to read John S. Hayes, instead of Hon. John S. Hager.

THE

CALIFORNIA TEACHER.

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[For the California Teacher.]

NEW YORK CITY SCHOOLS.

After devoting about fifteen school days to visiting the grammar and primary schools of this city, spending sometimes half a day in one class-room, I have arrived at the conclusion that the primaries are about on a par with, while the grammar classes, many of them taught by gentlemen, are decidedly inferior to corresponding grades in San Francisco.

A searching examination of a class in one of the best boys' grammar schools in the city, and which class was within five months of promotion to the City College, satisfied me that the standard for admission to that school is lower than that established for the High School of San Francisco, and a comparison of several of the papers used at the examination of the graduating class of the former with with what I remembered of similar papers used at the latter school, made it equally certain that the standard for graduation here is correspondingly higher. As to the girls, the supplementary course, which is merely tacked on to certain grammar schools, cannot be reasonably compared with the Girls' High School of San Francisco.

That the City College of New York is obliged to accept material so raw, is no doubt attributable to the fact that the city contains a

very large class of very poor people who take their children out of school before they complete the grammar course.

In such things as spelling, political geography, grammar definitions, or the matter generally committed to memoriter recitations, it is very likely that there is no perceptible difference between the pupils of the two cities, but without doubt San Francisco is ahead in all such things as appeal to the understanding and need real teaching. Indeed, it was a surprise as well as a satisfaction to me to learn that the schools of San Francisco compared so favorably with the really excellent schools of New York and Brooklyn, and I account for the gratifying fact by the unequaled high per centage of High and Normal School graduates among her teachers, her copious communication with the rest of the world, her freedom from the drawbacks of old customs, and *the general distribution of the* CALIFORNIA TEACHER.

Some of the primary schools have reached a point of remarkable excellence. They exhibit nothing new either in matter or method, but the details of the work are carried out with remarkable skill.

The order, not merely in certain classes, but throughout large schools, would surprise even one who is accustomed to the excellent order of the schools of San Francisco. I stayed long enough to see the children in the halls, yards and classrooms, and satisfied myself that the same degree of military precision was constantly insisted upon, and not relaxed even for a moment. I was at first very much prejudiced against this extraordinary rigidity of posture and precision of movement, but was obliged to change my first impression to admiration, and to finally confess that the order *paid* for the trouble of attaining it. I pressed the principals and teachers pertinaciously with questions, but could not ascertain that any undue severity was exercised, or unreasonable time occupied in securing this surprising degree of order. In the classrooms it was made use of to save time. The teacher was *sure* of the *whole* attention of *every* pupil of the class. The recitations were bright, sharp, and prompt beyond anything I had seen anywhere else. I never before saw so much animation on the part of teachers and pupils except in isolated cases. If the teachers at large were as well drilled in methods of teaching as are those of San Francisco, the primary schools of New York would be beyond comparison,

the best in the country, and perhaps in the world, but New York City has no adequate means of properly educating her two thousand assistant teachers in normal training, and hence all the excellence of her schools must be attributed to the efficient supervision of the principals of them.

In a former letter, speaking of the polity of the N. Y. School Department, I said that the large schools enjoy the supervision of three principals, and of at least one or two vice principals. To this adequate supervision, and especially to the character of it, is due the efficiency of the schools. The peculiarity in the character of the supervision exercised by the New York principals consists in this: that instead of merely examining at the end of a given time and approving or condemning, they have leisure to supervise while the work is in progress, and therefore bear the entire responsibility.

It is exceedingly doubtful that the same results as to order, could be produced in buildings constructed on the Boston plan, from which the school houses of San Francisco are modeled. In New York and Brooklyn some of the buildings are so constructed that a whole school, that is, the department of a principal is virtually treated as one large class, being all assembled in one hall, and the several divisions merely separated from each other by windowed partitions. Other buildings have the main part of each floor devoted to a large assembly room with which all the classrooms connect.

The classrooms are very small, about eighteen or twenty feet square, and as no evolutions can be performed in them, the assembly rooms are very much used, and the whole department very frequently under the eye of the principal.

The appearance, physical and intellectual, of the mass of the teachers here, and their manner while engaged in instruction, are such as to create a very favorable impression upon visitors, and I do not wonder that the New Yorkers are proud of their public schools.

M.

[For the California Teacher.]

ENGLISH SCHOOLS.

BY VOLNEY RATTAN.

Come with me and I will be your *cicerone*, while we visit a British school.

In imagination we have traversed a continent and an ocean. We are in one of the great thoroughfares of the world's metropolis. The side-walks are narrow channels along which rush currents and counter-currents of human beings, all more or less behind time. Between the two streams of pedestrians is a broader one of vehicles. Heavy-wheeled, lumbering affairs, all of them. Yonder is an omnibus drawn by three horses abreast. The conductor, standing on a step behind, makes an interrogation-point of himself, because we look at him. A stairway leads to the top, where are a dozen or more passengers seated, back to back along the center. Among them is a little old man, very fat, his bell-crowned hat shaken well down over his round head and his head shaken well down into his collar, which is kept from bursting by a scarf fastened by an enormous tie. By his side is a soldier, tall and lean, in scarlet uniform. His hat—the lower half of a quart measure covered with cloth and gold—is placed carefully on the right side of his head. His hair, glossy with pomatum, is parted exactly in the center behind, and brushed carefully forward over his ears. With one hand he twirls a tiny ivory-headed cane—with the other, his mustache. His countenance expresses all it is capable of expressing—ignorance and conceit. That heavy two-wheeled top-buggy, with the driver perched up behind, is a hansom cab. Here comes an aristocratic turn-out, matched horses, matched drivers, matched footmen, hanging on behind and inside—my lord and lady miss-matched, it may be, for life. But we must not tarry here. Our road is up this street on the right, where, as far as our eyes can penetrate the mist, are smoke-browned brick tenements. Chimney-pots, in rows and in squares, pour forth dark clouds which, mingling with the fog, drift down into the streets, making them

> "Regions of pother, doleful shades,
> Where omnibuses and cabs can't get on in peace at all,
> Nor people walking tread the pavements safe."

There are iron railings to keep us from tumbling into the kitchen areas, and curious knockers—wreaths of iron roses—hang in the center of each door. We think of poor Pickwick, as we read upon the cards in the windows: "Lodgings for single gentlemen." Scarcely a stone's throw from here down that narrow alley, is one of the National school-houses. I discovered it during a morning walk, and a few days afterwards I knocked at the school-room door. Presently the hubbub within abated, and the teacher opened the door just wide enough to admit his body, with which he immediately filled the aperture. I answered his look of inquiry by stating that I was a teacher from America, and that I wished to visit his school. He replied that they were "rather particelar," and that to gain admission I must have a permit from the parish minister. Proceeding to the minister's residence, I pulled one of the bell handles—there were two: one marked "visitors;" the other, "servants." A maid appeared and took my message to her master. Returning, she asked my name. I told my name, and requested her to tell the minister that I was an American schoolmaster, and that I merely wished permission to visit the schools in his parish. Returning again, she said: "Couldn't you come again at ten? Maybe he would see you then, sir. 'Though I can't say, sir." I concluded that they *were* "rather particelar," and that I might as well *not* call again at ten. So ended my first and last attempt to penetrate the mysteries of that school. At another time I obtained permission of a mistress to visit the girls' and infant schools, of which she was principal. Coming at the appointed time, I was told that the Committee men had met, in the interim, and decided that it would not be proper to admit a "gentleman visitor" unless accompanied by the rector! However, the rector proved to be accessible, and I was enabled, by his kindness, to spend a couple of hours very pleasantly in the schools. But here is a school where visitors are always welcome.

That grim structure on the corner with square windows frowning like port-holes in a man-of-war, contains an infant school, a girls' school, and a boys' school. From a tablet in the wall, we learn that it was erected in 1821, yet it ranks among the best in the city. Some boys are entering a door in one corner; we will follow them. A flight of well worn stone steps winds around a square hall to the

boys' school in the third story, where boys between seven and thirteen years of age are assembling for the morning session. The principal, a pleasant gentleman, who has had over twenty years' experience in the school room, gives us a seat by the stove near the center. Stoves, by-the-way, are not often met with in England The school room is seventy-five by sixty feet; the sides—naked brick walls sixteen feet from floor to rafter—are pierced by two tiers of square windows. The roof, which serves as ceiling also, is supported by gothic arches of wood. Extending across the room at one end, is a stair-like arrangement called the gallery, where the pupils may sit or stand in tiers, one above the other, while engaged in some general exercise. Galleries are not much used now except in infant schools, but they are found in nearly all the old school houses. On each side of the room are three rows of desks facing a broad aisle in the center. Projecting from the walls are iron supports for curtains, which may be drawn out so as to leave the several classes in recesses.

The desks are twelve feet long and one foot wide, each consisting of two thick beech boards—one the top, the other a shelf—connected and supported by three cast-iron uprights. Each desk accommodates eight pupils, who sit upon a board six inches in width, which, with the iron supports, is called a form. Uncomfortable affairs these forms; no back, and placed so far from the desks behind them as to preclude the possibility of leaning back against even the edge of a board. The principal has a pulpit-like desk near the center of one side. By it is a small organ; four small portable black boards; several excellent wall maps, and a few rattans, comprise the visible apparatus. A yankee clock on a shelf over the gallery says it is half-past nine. The principal raps vigorously on his desk; two hundred busy tongues become silent; the teachers stand each in front of his own class; and for fifteen minutes the entire school engages in singing and religious exercises. Then the curtains are drawn out—partly hiding the classes from our view—and recitations begin. Those in the first grade, under a pupil-teacher, fourteen years of age, are reading. The second grade scholars in charge of another pupil-teacher, are reciting in arithmetic. The third and fourth grades, taught by two assistant teachers, are writing. We will confine our attention to the princi-

pal's class, composed of boys in the fifth and sixth grades. Half an hour is devoted to writing a long exercise dictated from a reader. The penmanship is fair, and the exercise books are remarkably neat. The next half-hour is devoted to a scripture lesson during which several boys are caned. An oral lesson in geography, creditable to both teacher and pupil, is followed by a long exercise in arithmetic. While "doing sums" in compound numbers, the pupils stand for over half an hour upon the desks! Meanwhile several dull boys are stimulated by vigorous applications of the rattan. Finally books and slates are laid aside; the curtains are drawn back against the walls; and for a moment all are silent. Then at words of command, all rise, step backwards over the forms, and march out, singing "Tramp, tramp, tramp, the boys are marching," with a will that shows they like at least one American song. School is dismissed, and we may go.

Before parting, let me assure you that the school we have visited, is a fair sample of the parish schools. A little better it may be than the average, yet you may consider its peculiarities characteristic of the English schools. The new school houses are some of them fine structures, but the outside is the best side. The old houses, built half a century or more ago, are quaint and interesting to the traveler, but cheerless as prisons. I remember one in which the windows were at least seven feet from the floor. Luckily the teacher was a cheerful, kind-hearted man, whose presence lighted up and made pleasant the gloomy old room. The children loved him, and he ruled without the rod so generally used in English schools. In a school at Ryde, Isle of Wight, I saw fourteen boys whipped with a rattan during the afternoon session of two hours! The furniture varies but little from the "Government pattern." Strange to say, most of the teachers to whom I showed drawings of our model desks, argued that theirs were the best. "Can anything be more simple?" said one pointing to desks like those you have seen minus the shelf board. I acknowledged the simplicity of structure, but suggested that a place for books would be useful, and that backs add to the comfort of the forms. "Why, bless you, man! English children can sit alone; they require no backs but their own," was the facetious reply.

[For the California Teacher.]

MONTHLY REPORTS AS AIDS TO SCHOOL DISCIPLINE.

BY T. H. ROSE, M.D., PRINCIPAL LOS ANGELES GRAMMAR SCHOOL.

There is no man qualified to express an opinion, who will not say that order and discipline are essential to a public school, and that obedience and respect for the teacher, must in some way be secured. Some think that this can be best accomplished without the aid of force—that we can control children and men too, by love, by persuasion, and the influence of example, and that the only proper punishment for pupils who will not obey, is expulsion. Others will say that this would exclude the very children who most need the advantages of a discipline which has been omitted in their home education, and if the public school does not give it, these boys will grow up to be reckless and lawless members of society, with no power of self-control, easy victims to the grosser forms of crime that afflict society, and keep our jails and prisons filled. They contend, that the lesson of obedience to law is the one of all others most essential to the mental and moral development of the young, and that the teacher must have the power of compulsion by force, and when necessary, must exercise it.

Without denying either proposition, I shall assume, that, as love and justice go together in the divine government, they both have their proper place in our human imitations of that government—in the family, in the school, in the commonwealth. While it is true, there can be no government that does not rest upon force, with the right and power to use it, yet in governing a school, a sensible teacher need rarely resort to corporal punishment. Underlying the outward nature of every boy, there are secret springs, which, if touched by a master hand, will bend the most refractory spirit into subjection. Once arouse his pride, his self-respect—beget in him a spirit of emulation, of rivalry and honorable ambition, and you have him as completely under your control as did Rarey his equine pupils.

There are many ways of accomplishing this. It will be my endeavor in this article, to present but one—a well arranged and just system of credits and monthly reports.

I will briefly state my own plan, the result of fifteen years' labor in the school-room:

I first provide myself with a printed programme of my daily exercises. Each pupil has a copy; and when destroyed or lost, he is presented with another. I get two hundred and fifty printed for instance, and the same form will last for years. If new studies be introduced, such as Philosophy, Book-keeping and Physical Geography, they are confined to first grade pupils, and therefore take the place of Algebra and Physiology, which can easily be understood without reprinting the form. As all Grammar Schools have about three grades (in the country, at least), the same programme will readily adapt itself to any school. If, however, the teacher thinks it necessary to vary from this form, it will cost but a trifle to have it changed. All the forms used by me are printed by Towne & Bacon, who keep them in type, so that others can order at reduced expense.

My classes come on and go off at the touch of the bell, with exactness as to time. By alternating studies, I am enabled to give to each class a half-hour for recitation. In nearly all studies but Arithmetic, I can conveniently mix the first and second grades. I have a small Class Register constantly in hand during the day, in which I enter with a pencil the credits due each pupil in deportment and scholarship. This little book lasts two months—five being required for the year. It is furnished by Bancroft at small cost, and can be carried in the pocket.

I reckon the per centages of attendance and punctuality from the School Register, and the per centages of deportment and scholarship from the Class Register, at the end of every four weeks, twenty days being regarded as a month. It takes one day each month to calculate the various per centages, to transfer the averages to monthly reports, and inclose them in envelopes, to be sent to parents. I will briefly explain my method of making up the report.

Attendance.—The pupil loses five credits for each day's absence; should he be present the whole month (twenty days), his per centage is one hundred, and five extra; should he be present only twelve days, his per centage of course is sixty.

Punctuality.—The pupil loses two and a half credits for each tardiness; for every day he is not tardy, morning or afternoon, he gets five credits; and if not tardy during the month, he gets one

hundred, and five extra; if for instance, he be tardy ten times in the month, his per centage is seventy-five.

Deportment.—I allow no self-reporting: for each infraction of the rules that I see, the pupil is checked, thereby losing one credit; if he loses five in any one day, he must be punished, and that subjects him to a loss of ten more; should he get no checks during the month, his per centage is one hundred, and five extra, regardless of the number of days present; suppose him to be present fifteen days, and to get but sixty credits, dividing sixty by seventy-five, gives his per centage eighty.

Scholarship.—My plan of recitation is generally this: I require each pupil to take the stand as a witness before a jury, and submit to a thorough sifting for two or three minutes; this enables me to assign him his number from five, down; if he utterly fails, he gets naught. Suppose a pupil to recite in Arithmetic but twelve times in the month, of course his standard is sixty; and if he gets sixty, he is entitled to one hundred per cent., and five extra: but should he get but fifty credits, I find his per centage by dividing fifty by sixty, which gives him eighty-three plus per cent.; in dividing, if the fraction be less than one-half, I discard it, if more, I add one to the quotient.

In making up my final average, I combine only deportment and scholarship. Yet punctuality and attendance are allowed to increase this average by adding one to it for every five extra credits obtained. Those whose final average is ninety or more, are upon the Roll of Honor. Most boys aim to get there. About one-fifth of my pupils only reach it. In towns where a paper is published, it is well to print the per centages monthly. This encourages the pupil, and interests parents and the public generally. Most editors will print the report gratuitously, as it adds an item of interest to their paper.

There is an objection or two to this system. It costs labor and money. It requires one day's labor each month, to make out the reports from the Registers. The blanks cost some money, but not a great deal. But *it pays* after all. Should you ask how, I will answer, that it encourages the pupil, stimulates him to increased effort, regulates his conduct, and thus enables the teacher to govern with little or no punishment. It moreover conduces to the popular-

ity of the teacher by making him more successful in his vocation, and I may add *sub rosa*, it often procures from his employers a more just appreciation of his efforts, and a consequent increase of salary, which though last, is by no means least, as I can state from joyful experience.

DAILY PROGRAMME,

---------- Grammar School.

HOUR.	MON.	TUES.	WED.	THURS.	FRID.
8.50	Bell Rings—Roll Call.				
9.	Read. 1st.	M. Arith. 1st.	Read. 1st.	M. Arith. 1st.	Read. 1st.
9.30	Algebra.	Physiology.	Algebra.	Physiology.	Algebra.
10.	Arith. 3d.	Arith. 3d.	Arith. 3d.	Arith. 3d.	Arith. 3d.
10.30	RECESS.				
10.45	Bell Rings—Roll Call—Sing.				
11.	Arith. 2d.	Arith. 2d.	Arith. 2d.	Arith. 2d.	Arith. 2d.
11.30	Arith. 1st.	Arith. 1st.	Arith. 1st.	Arith. 1st.	Arith. 1st.
12.	INTERMISSION.				
12.50	Bell Rings—Roll Call.				
1.	Read. 2d.	M. Arith. 2d.	Read. 2d.	M. Arith. 2d.	Declam.
1.30	Gram. 1st.	Geog. 1st.	Gram. 1st.	Geog. 1st.	Comp.
2.	Gram. 2d.	Geog. 2d.	Gram. 2d.	Geog. 2d.	Map Dr.
2.30	RECESS.				
2.45	Bell Rings—Roll Call—Sing.				
3.	Spell. 1st.	Spell. 2d.	Spell. 1st.	Spell. 2d.	Spl. Mtch.
3.30	Write.	Write.	Write.	Write.	Draw.
4.	Calisthenics—Remarks—Dismissal.				

---------- **Principal.**

SCHOOL REPORT

OF

_____

For the Month ending _____

Days Absent, _____

Times Tardy, _____

Times Punished, _____

CREDITS. (Standard 100.)

Attendance, _____

Punctuality, _____

Deportment, _____

Scholarship, _____

Average per centage in Deportment and Scholarship, _____

REMARKS.

1. Pupils whose average per centage in Deportment and Scholarship is ninety, or more, are placed upon the Roll of Honor.

2. Five extra credits are allowed to pupils who have not been absent, five to those who have not been tardy, and five to those who have not been "checked," during the month. Every five credits so gained, will add one to the average per centage of Deportment and Scholarship.

3. Ten credits are deducted from Deportment at each punishment. Every ten credits so lost will take two from the average per centage of Deportment and Scholarship.

T. H. ROSE, M. D.

Principal Los Angeles Grammar School.

TOWNE & BACON, PRINTERS, SAN FRANCISCO.

SCHOLARSHIP.

	Credits Obtained. (STANDARD 100)
Reading	
Spelling and Defining	
Geography, with Map Drawing	
Physical Geography	
History	
Grammar and Analysis	
Mental Arithmetic	
Arithmetic	
Book-Keeping	
Algebra	
Physiology and Hygiene	
Natural Philosophy	
Penmanship and Drawing	
Composition and Letter Writing	
Elocution and Declamation	
Average Per Centage,	

THE SAN FRANCISCO SCHOOLS.

[We extract the following from a lengthy letter of a correspondent of the *New York Times*, October 22d, 1867]:

It is disgraceful to be obliged to confess it, but in this matter, this young city of the Pacific is already far in advance of New York. A "Normal School" for teachers has been in active operation here for some time, while ours only dates from this year. The California school, I can bear witness, has a large number of young teachers in faithful attendance, who are thoroughly taught. It is supported by the State. Many of the pupils teach a part of the year in the country, and then attend this school during the other part, and teach the classes of children who come to it, as to any public school. Each teacher is not merely drilled theoretically in teaching, but practically in a class-room, with children attending from the neighboring ward.

The fault of these otherwise excellent schools seems to be the same as with ours: a too high pressure of studies—too much cramming during a short period. This defect is mainly due to the parents, who insist on their daughters learning everything during a very few years; keeping them for a short time under a far greater pressure than are the boys. People must be content to extend the time of their children's education, and see them learn thoroughly, but more slowly; at the same time preserving their physical freshness and vigor.

But the greatest advance of the San Francisco school system is in the

COSMOPOLITAN SCHOOL.

This city, as is well known, is made up of various nationalities. It was early seen that it was of the greatest possible advantage to both Americans and foreign-born, to learn each other's language. As the Committee on this subject reported to the Board of Education: "They felt in their full force the profound words of Goethe, 'He who knows but his own language, does not even know that.'" Accordingly, Primary Schools were opened, in which French and English, and in others French and German were taught, and these by regular gradation culminated in the excellent school so happily named above—the "Cosmopolitan School." Here all the regular

school branches, such as reading, grammar, geography, history and arithmetic, are taught in French, German and English. Most of the school exercises are conducted in a foreign tongue. It is well known that at a certain tender age a boy or girl catches a foreign language with wonderful readiness, such as they never show when more mature; this is especially the case if conversation and oral instruction be in that tongue. The result of this enlightened system in this school was evident. The sons of many Americans—some of the weathiest families in the city—were sent here to learn French or German, and at the same time to acquire ordinary school instruction. These lads recited or answered, with a readiness and purity of accent not often witnessed; while the French and German boys and girls preserve their own tongue in grammatical purity (a great advantage among a population which so soon depraves its language), and learned English in addition. The different grammars were not at all confused by the children; in fact, were better learned by the contrast, as English grammar is always best learned by our children, not in abstract definitions, but by the analysis of a foreign language, especially if it employ case-endings.

The whole theory and practical result of this Cosmopolitan School seemed most happy and successful. We ought to have in New York a dozen such public schools for our own and the foreign-descended children. It is found here that Americans appreciate this school better than any nationality; the proportion among over 1,000 children being 50 per cent. American, 30 per cent. German, 20 per cent. French.

The general school system of California has this advantage over ours in New York, in that it is more centralized, and the teaching profession really determine who shall be teachers. The same books are used through all the schools of the State, and the same rules apply under the general direction of the State Superintendent of Public Instruction. There is thus a unity of school management throughout, and the latest improvements can be introduced everywhere.

No teacher can be anywhere appointed without a State certificate, and the Examining Boards are always constituted so as to have a majority of teachers on them. Thus, if a city ward desire to remove a teacher from political motives, they can do so; but they

cannot substitute another without an examination by the Board, so that in effect the appointment of teachers is taken out of the hands of politicians, and rests with properly chosen persons. The result of this system is a remarkably able and well-qualified class of teachers in the State. They were well paid, too—female teachers in the city receiving from $600 to $1,200 (gold) per annum, board being about $30 a month; and male teachers getting from $1,200 to $2,500. A country female teacher will frequently receive $75 a month, and her board will only cost her, say $20. There is a great demand here in California for good female teachers, and at this time a dozen with good certificates could be at once employed at salaries of from $50 to $75 a month. In the spring or autumn any competent female teacher might come here with the confident expectation of being speedily engaged at a good salary in the country districts.

Industrial Education.—No boy should be allowed to grow up to manhood, and no girl to womanhood, without having become skilled in some department of manual labor. No matter how rich or poor, no matter how learned or how ignorant, every one should know how to earn a subsistence by *bona fide* hard work. Your lawyer, doctor, clergyman, heiress, teacher, actress, may live to see the day when he or she will not be wanted in his or her chosen vocation, yet be in urgent need of board and clothes. Such cases are constantly occurring. Most of those who plead for something to do, know not how to do anything that others want. "I am willing to do anything," they say; but they really know how to do nothing. It is a crime to rear a child to such helplessness, though he were to inherit the wealth of Crœsus.—*Am. Ed. Monthly.*

Resident Editors' Department.

Teachers vs. Politics.—Complaint is made in some of the partisan papers that no "Democratic teachers" are employed in the San Francisco schools—that the "radical John Brown men from Boston" have enjoyed a monopoly of positions. The following "Democratic teachers" have held positions in the city schools, most of them for many years: T. C. Leonard, Teacher of Mathematics, Boys' High School; James Denman, ex-Principal of the Denman School; E. D. Humphrey, Principal of the Mission Grammar School, elected last year *vice* Ahira Holmes, "Boston Radical," removed; Thomas S. Myrick, Principal Union Grammar School; L. D. Allen, Vice-Principal of the Spring Valley Grammar School; Philip Prior and T. W. J. Holbrook, sub-masters of the Lincoln School; A. L. Mann, Latin High School;—in all, eight teachers, just one-half of the male teachers employed. So it seems the "Radicals" were not so very proscriptive as partisans would have the people believe. We are not aware that those Democratic teachers were ever accused of teaching politics in school, though we think they allowed "Union songs" to be sung in school. We know that in 1862, some of the Union teachers allowed "Dixie" to be sung in school; but then it was when all the boys whistled it on the streets. We are not aware that the "political opinions" of any boys or girls were changed in consequence; neither do we think that singing the Battle Hymn of the Republic made radicals out of any conservatives. In our estimate of teachers, we did not include Mr. Mitchell, Teacher of Music, on either side; for he "blowed his horn" for both parties, playing "Marching through Georgia," at Democratic mass meetings, and "Dixie" at the Union meetings.

More Room.—*Fourteen thousand* pupils are enrolled on the public school registers, and the cry is, still they come. Every school desk is taken; the children are ranged in rows on side seats; many of the primary classes number eighty pupils, and yet several hundred children are registered as unable to obtain seats. More room must be provided, and the new Board seems disposed to give every child a chance in school. It will tax the ability of both the Board and the Superintendent to do this, and make both ends meet financially. For building purposes, either new bonds, to the amount of one hundred thousand dollars, must be issued, or the city must assume the payment of the interest and the sinking fund of those already issued. Room must be provided for at least two thousand more pupils during the coming year.

Partisan Text Books.—We have heard of late, a great deal of talk about "partisan text books in our public schools." We have a dim recollection that a few months ago, certain newspapers in the State were full of statements to the effect that the school-books were political in their character. For illustration, a certain paper during the past two years has been quoting paragraphs from "Lossing's Smaller History," and stating that the book was used in the Public Schools throughout the State. The book in question *never was adopted by the State Board of Education*, for use in the Public Schools. Some years ago, it was used for a short time in the city schools, but for the past two years it has been superseded by Anderson's History. "Swett's Common School Readings" was neither adopted nor recommended by the State Board, for use as a text book in the Common Schools. "Eaton's Arithmetic," State Series, may possibly be set down as partisan, because it is published in Boston. If any one can specify anything "partisan or political" in Willson's Readers, published by the Harpers, we would like to be notified of it. Warren's Geography is published in Philadelphia, and is not therefore open to the objection against Eaton's Arithmetic. "Quackenbos' Grammar" was never a favorite of ours, but the teachers voted for it and got it. We have never been able to discover which way, politically, the author leans. He is in favor of the construction of sentences; but about *re-construction*, he leaves us in the dark. The State Board neither adopted nor recommended any "song-book;" consequently, the sin of singing Union songs cannot be charged to the State system. We believe the "Golden Wreath" is extensively used in some schools. If an expurgated edition could be gotten up for California with Yankee Doodle left out, it might still do for school use.

New Jersey School Law.—We are indebted to John S. Hart, Esq., for a copy of the New Jersey School Law, which we have perused with unusual interest. It provides for a State Board of Education, somewhat similar to that of California, which has the power of appointing the State Superintendent, thus removing that office from the arena of politics. The State Board also has the power of appointing County Superintendents, which we think is a mistake. The State Superintendent receives a salary of $2,000, and holds for a term of three years. The Salary of County Superintendents is at the rate of ten cents per census child, not to be less than $500 nor more than $1,200. They have power to examine teachers and issue certificates. School Trustees are elected as in this State, with the same power; indeed these sections are almost transcripts of the California law. The sections relating to "Teachers and Pupils," seem to be taken from the California law. The State and County Boards of Examination are similar to those of our own State. City Boards of Examination are authorized as in this State. A "township tax" is authorized, not to be less than $2.00 nor more than $4.00 per child. District taxes are authorized as in this State. On the whole, the new law seems to be a great advance over the old one. It has been stated in some of the School journals that this law prohibits teachers from inflicting corporal punishment, but we have searched in vain for any such provision.

SAN FRANCISCO SCHOOLS.

Summary of the Reports of the City Schools for Four Weeks, ending Friday, December 6th, 1867.

SUMMARY.	Whole Number of boys enrolled on the Register.	Whole Number of girls enrolled on the Register.	Total No. enrolled.	Average Number belonging.	Average daily attendance.	Percentage attend'ce on av. No. belong'g.	No. new pupils entered who have not before attended City Public Sch'ls during year.	No. rec'd by transfers from other Schools.	No. transferred.	No. left.
High Schools	116	107	223	215.7	213.6	.990	2	0	0	1
Grammar Classes	1,566	1,590	3,156	2,967.9	2,832.4	.954	27	14	11	127
Primary Classes	5,123	4,645	9,768	8,878.1	8,221.5	.926	230	115	87	620
Mixed Schools	412	111	523	427.4	345.3	.807	40	4	1	26
Grand Totals	7,217	6,453	13,670	12,489.1	11,612.8	.929	299	133	99	774

TABLE—*continued.*

	No. registered for admission.	Total No. expelled.	Total No. instances of truancy.	*Teachers' Attend'ce.* No. days absent.	No. times tardy.	Time lost by tardiness.	Time lost by absence during sch'l hours.	*Record of Visits.* No. visits to parents made by teachers.	No. visits made by School Directors.	No. of visits by Sup't.	No. school visits made by other persons.
						h. m.	h m				
High Schools	0	0	0	2	0	0	0	30	0	1	21
Grammar Classes	16	1	13	35	34	6 29	2 10	120	62	6	372
Primary Classes	94	3	70	90	90	7 54	7 38	198	108	27	713
Mixed Schools	0	2	0	1	2	1 30	0	6	0	2	9
Grand Totals	110	6	83	128	126	15 53	9 48	354	170	36	1,115

LINCOLN MONUMENT CONTRIBUTION.

STATE OF ILLINOIS, DEPARTMENT OF PUBLIC INSTRUCTION.
Superintendent's Office, Springfield, November 23, 1867.

HON. JOHN SWETT, San Francisco, Cal.:

My Dear Sir—I have the honor to acknowledge the receipt this day, from Mr. Samuel I. C. Swezey, of your city, a letter dated 29th ult., containing Draft No. 69,882, for fifty-eight ($58.48) dollars and forty-eight cents, currency, drawn by Sather & Co. on American Exchange National Bank, New York, payable to my order—being the balance of contributions received from the Public Schools of California, for the National Lincoln Monument Fund.

Renewing the expression of my sincere thanks for your interest and successful efforts in behalf of this patriotic enterprise, I am

Ever yours, truly,

NEWTON BATEMAN.

POPULOUS COUNTIES.—The most populous counties of this State are as follows: San Francisco, 125,000; Sonoma, 26,000; Sacramento, 24,500; Santa Clara, 24,000; Nevada, 20,000; San Joaquin, 18,000.

"Ish."—We have been furnished by Mr. Fry, one of the County Board of Examiners of Solano County, with a letter, published in some of the partisan papers before the October election, and written by one "Ish," who charges that, in a county examination held some years ago in Solano County, Mr. Swett and Mr. Fry, "mongrels," refused to grant him a certificate because he was a "Democrat." "Ish" was either misinformed, or he willfully and maliciously lied; but in either case he is excusable, on account of his ignorance. The simple facts of the case are these: that "Ish" failed to reach the very low per centage set by the board for securing a second grade certificate. As he was then teaching a school, Mr. Swett and Mr. Fry recommended Mr. Simonton to issue to him a "temporary certificate," so that he could finish his term and draw his pay, which was done. "Ish" was an illiterate boy, unfit to teach a school of even the lowest grade. If he desires any further notice from our hands, he can have it.

Personal.—W. T. Lucky, formerly Principal of the Vacaville College, has been elected principal of the Lincoln Grammar School, *vice* John C. Pelton, removed, making the third principal this school has had during the period of two months. Dr. Lucky has the reputation of being an able teacher. He holds a "life diploma." Bernhard Marks, Principal of the Spring Valley Grammar School, has resumed his duties on returning from his Eastern trip. His new work on "Elementary Geometry" is to be brought out by Ivison, Phinney & Co.

Course of Study.—The course of study in the city Primary and Grammar departments needs a careful and thorough reconstruction. The course in each grade should be made more specific in details, after the general method of the Cincinnati schools. We have a faint hope that before ten years, some progress may be made in the methods pursued in our schools, and that equal progress may be made in the preparation of questions used in examinations for promotion to the High Schools and to the different grades of the Grammar and Primary Schools.

Free Lunches.—We are in favor of free lunches in school—that is to say, we are in favor of allowing school children, during the forty-five minutes of the noon intermission, to eat their lunches free from lessons and text-books. We do not think it is wise to allow children to take their text-books into the school-yards and playgrounds at either recesses or intermission. They need the time for mental rest. They cannot eat and study at the same time. They acquire the habit of *dawdling* over their books, which is ruinous to good habits of study.

Use the Blackboards.—To all good teachers, the daily use of the blackboard in printing, writing, spelling, arithmetic and drawing, is indispensable. In some of the school-rooms in the city, we have seen the boards covered with elegant maps and drawing in an excellent state of preservation three months in succession, showing that the boards were used quarterly during the year. Use the boards daily.

Largest Cities of California.—The following are the eight principal cities of this State, in the order of their size: San Francisco, 125,000; Sacramento, 13,000; San José, 6,700; Los Angeles, 6,000; Stockton, 5,300; Oakland, 5,000; Grass Valley, 4,500; Marysville, 4,000.

New School.—The Catholic School on Tenth Street near Folsom, numbering 250 children, has been turned over to the School Department by Father Gallagher, on condition that religious instruction in the Catholic faith be given to the pupils after school hours.

City Board of Education.—The new board, after a little skirmishing over the Lincoln School, has quietly settled down to effective committee work. Mr. Winans, from the Sixth District, having resigned, the vacancy was filled by the appointment of John R. Jarboe, Esq. S. W. Daggett has been elected Secretary of the Board.

Prison Commission—We have received and read with great interest an eight-paged pamphlet addressed to the Chairman of the Assembly Committee on State Prison, by James Woodworth, Esq., the efficient Secretary of the California Prison Commission. The facts set forth and the manner of their setting forth must command attention, not only from the Committee addressed, but from the public generally.

Biennial Report.—The Biennial Report of the Superintendent of Public Instruction will be ready for distribution about the middle of February, when one copy will be sent to each school library, and one to each district clerk, as required by law. It will be a document of 250 pages.

State Board of Examination.—Superintendent Fitzgerald has appointed W. T. Lucky and T. C. Leonard as members of the State Board. Two more members remain to be appointed.

Chinese School.—A Chinese School has been established in this city in accordance with the provisions of the Revised School Law.

Periodicals.—The current issues of the following are at hand:

The Pacific (San Francisco, $4 per year), the weekly organ of the Congregational Church on this coast, and the representative of good order, morals and religion generally, commenced its 17th volume with a new dress and a greatly enlarged form. It now ranks among the largest religious journals of the country, being an eight-paged sheet, six columns to a page; and under the editorial control of the Rev. J. A. Benton, assisted by the Rev. S. V. Blakeslee, promises to be unsurpassed in ability. We have a very warm place in our hearts for "The Pacific." It spoke kind words for the California Teacher when the Teacher was young, and has always been on the right side in educational matters. "The Pacific" and "The Evangel" are the only religious papers which have regularly sent their issues in exchange for the Teacher, without regard to

the difference in subscription price; and this benevolent exhibition of Christian feeling, together with the excellent moral teachings furnished in their columns, have contributed largely in placing the resident editors of the TEACHER on the highway to moral perfection. We are heartily glad to see in the new volume of "The Pacific" such evidences of financial success, and such tokens of a manly and vigorous life.

THE OCCIDENT (H. H. Bancroft & Co., San Francisco, $4 per year) has taken its place in the ranks of the religious press as the "organ and representative of the Presbyterian Church on the Pacific coast, in its various branches." The well-known publishers who have assumed its responsibility, and who always carry out their purposes, announce that they "purpose to make it welcome among all classes of people except the haters of good order, and virtue and religion." Under the editorial control of the Rev. Dr. Eells, assisted by the Rev. E. B. Walsworth, "The Occident" will be worthy of an extensive circulation, which we hope it will receive.

THE EVANGEL (Stephen Hilton, San Francisco, $4 per year), the weekly organ of the Baptist denomination on this coast, commences the new year with a change in form, being now an eight-page sheet. We do not see how any member of the denomination on this coast can consider himself respectable without lending cheerful and earnest aid to this journal. Brother Hilton does a great deal of work, and of good work, for his cause in so sustaining the paper as he does, and he ought to be rewarded for it before he reaches the sweet heavens. He is sure of his reward there, anyhow.

PUTNAM'S MONTHLY.—All lovers of good reading will be glad that this once favorite journal has been revived. The January number is full of interest. Geo. William Curtis introduces the journal to the public in a graceful letter. "Thirteen Years of the Nation" is worth a year's subscription. "Jewels of the Deep" is a most interesting paper on corals. Two American "Stories" will interest readers of fiction. The Editor's Table contains a photo-lithographic portrait of General Grant, and is well filled with general chit-chat. H. H. Bancroft & Co. are the publishers for this coast. Terms: $4 per annum in advance.

LITTELL'S LIVING AGE (Boston, $8 per year) continues its weekly visits, freighted with the choicest articles from the foreign press, and worth annually many times its price to every person who wishes to keep familiar with the mighty tides of thought in our busy world.

LIPPINCOTT'S MAGAZINE for January, being Vol. 1, No. 1, has been received. It contains fifteen articles, some light and some heavy, as befits a first-class periodical. We rejoice that Philadelphia is now to have a magazine worthy of that goodly city. Four dollars per year. J. B. Lippincott & Co., Phila.

THE RHODE ISLAND SCHOOLMASTER.—The December number of this standard journal contains a valuable paper on "Promissory Notes." A dollar will not be thrown away in subscribing for it. Terms: $1 per annum. Address: N. W. De Munn, Providence, R. I.

The American Educational Monthly.—The January number of this best of monthly educational journals, consolidated with the *New York Teacher*, is at hand, full of valuable and interesting articles. "Inner Life of Reform Schools," "Classification of the Sciences," "The Object of School Training," "Intervention of Government in Education," "Grammatical Notes," "Shall the Truth be told about School Books?" "Where are the Mothers?" and "Play Grounds," are among the excellent articles. The book notices are ably and fairly written. Every teacher in the State ought to take this journal. Terms: $1.50 per annum. Address J. W. Schermerhorn & Co., New York.

The Illinois Teacher.—This excellent journal maintains its high character. The December number has a good article on "Teachers' Institutes," a valuable paper on "Culture of Language," "Common Sense Grammar," and other interesting articles. Terms: $1.50 per annum. Address, N. C. Nason, Peoria, Illinois.

Educational Journals.—Massachusetts Teacher. Terms: $1.50 per annum. Address: D. W. Jones, Roxbury, Mass.—Michigan Teacher. Terms: $1.50 per annum. Address: John Goodison, Ypsilanti.—Ohio Educational Monthly. $1.50 per annum. Address: E. E. White, Columbus, Ohio.—Pennsylvania School Journal. $1.00 per annum. Address: Thos. H. Burrowes, Lancaster, Penn.

New Books.—We have received the following new books:

Christmas Books, and Sketches by Boz, illustrative of Every-day Life and Every-day People. By Charles Dickens. With original Illustrations, by S. Eytinge, Jr. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 500.

Just after our last number went to press, and in good time for Christmas, this issue of the Diamond Dickens reached us. Though this number of the Teacher appears a month after the sacred holiday, it is never out of place to read the Christmas Carol, The Chimes, and The Cricket on the Hearth; so we wish our readers a pleasant hour over the beautiful pages of this marvelous edition of Dickens.

The Hermitage and other Poems. By Edward R. Sill. San Francisco: H. H. Bancroft & Co. 1868. pp. 151.

All those who heard the poem read by Mr. Sill before the assembled Alumni at Oakland, in 1865, felt that they were listening to a young man who had in him the elements of a poet. This new volume contains something more than verses: it is full of ideas, poetically expressed, and will be a rich treat to all lovers of poetry.

Five years ago, we remember that a young man called at our office, and desired to secure a position as teacher in the public schools. We dispatched him to one of the interior towns, with a letter of recommendation of a high order, for we discovered in him all the elements of a superior teacher. He failed to secure the school we hoped he would get, because the trustees wanted a teacher of "expe-

rience." He went into business, the schools lost a teacher. Had he secured a position, this volume of poems never would have been written: for in the monotonous routine of the school-room all poetry would have been ground out of him. We are glad to learn that Mr. Sill intends to return to us, and to make California his home. We trust this little volume is only a foretaste of what he will give us in the future. One of his poems, "The Dead President," has been pronounced by European critics the best of the many written on that subject. "Home" is another exquisite gem.

THE LOST GALLEON, AND OTHER TALES. By Fr. Bret Harte. San Francisco: Towne & Bacon. pp. 108.

For a dainty specimen of the art typographical, our readers need look no further than to this admirably performed work of our own printers, Messrs. TOWNE & BACON; and for a first class specimen of what can be done by our Pacific coast authors, our readers need look no further than to this collection of poems by Mr. Harte, whose productions, either in verse or prose, are always greeted in this office with a hearty welcome.

A TEXT-BOOK OF ETHICS FOR UNION SCHOOLS AND BIBLE CLASSES. By Joseph Alden, D.D., LL.D., President of the State Normal School at Albany. New York: A. S. Barnes & Co. pp. 92.

This little work may be of service in Bible Classes, perhaps, and will certainly be valued by those who, accepting the Scriptures as authority, have also a fondness for the question and memoriter answer system of instruction.

CALIFORNIA EDUCATIONAL AGENCY.—Established 1868, for the following objects:

1. To recommend well qualified teachers to school officers.
2. To aid professional teachers in securing positions.
3. To give information concerning the best private institutions of learning.
4. To fill orders for school furniture, and to advertise, sell, or rent school properties.

The undersigned have established this agency for California, as a branch of the "American School Institute." From their extensive personal knowledge of the schools and teachers of this State, they feel confident that they can send competent and reliable teachers to School Trustees who desire to secure them. Principals of private institutions, on application, will be furnished with information concerning the education, experience and ability of the best teachers, male and female, in the State.

Terms.—No charge to Trustees or School Officers. Male teachers, five dollars, payable on securing a school; female teachers, three dollars. In securing teachers for schools of unusual responsibility, requiring extra time, care and prudence, an extra charge to correspond.

Office of the CALIFORNIA TEACHER, 302 Montgomery Street, third floor.

Communications addressed to John Swett, Box 1,977, San Francisco.

JOHN SWETT,
SAMUEL I. C. SWEZEY.

THE

CALIFORNIA TEACHER.

MARCH, 1868.

Vol. V.] SAN FRANCISCO. [No. 9.

COURSE OF STUDY FOR THE GRAMMAR AND PRIMARY SCHOOLS OF SAN FRANCISCO.

GENERAL DIRECTIONS.

Every teacher's desk shall be supplied with the following reference books: Willson's Manual of Instruction; Sheldon's Elementary Instruction; Calkin's Lessons on Objects, and Cowdery's Moral Lessons.

In the Primary grades, the specific directions of Willson's Manual relating to the use of Willson's Charts, Readers and Spellers, shall be followed in detail; and in Oral Instruction and other subjects, the suggestions of the reference books shall be pursued as far as practicable.

For the purpose of allowing time for study in school every grade shall be divided into two sections—one section to study while the other is reciting.

In slate and blackboard drill exercises in Arithmetic, in Writing and Drawing, and written examinations, and such general exercises as require the attention of the whole class, both sections shall recite together.

Not more than one-fourth of the time in any grade shall be devoted to the recitations in Arithmetic, and in grades below the 6th not more than three-quarters of an hour, daily, shall be given to Arithmetic.

In all the grades, excepting the two lowest, Friday shall be devoted exclusively to reviews, written examinations, declamations, reading of compositions and select pieces, and other general exercises.

There shall be eight grades in the course of study: four in the Grammar Department, and four in the Primary Department.

The regular course of study shall consist of eight years, so that children entering at six years of age may graduate at fourteen years of age.

EIGHTH GRADE.

First Term of Five Months.

For general directions in this grade, see Willson's Manual, First School Year, pages 289 to 294.

READING.—Lessons from Willson's Charts, Nos. 1, 2, 3, and 4. Willson's Primer begun. For instructions in methods of teaching to be pursued in this grade, see Willson's Manual, pages 24 to 41, and 291 and 292; Calkin's Manual, pages 269 to 290.

SPELLING.—From the Charts and Primer, as directed in Willson's Manual.

LANGUAGE — ORAL COMPOSITION.—By combining words and making short sentences, as directed in Willson's Manual, pages 24 to 41; also Sheldon's Elementary Instruction, pages 219 to 280.

Be careful to correct all faulty expressions of the pupils, and require them to repeat their answers, using the correct language.

PRINTING AND DRAWING.—Printing letters on the blackboard, at least twenty minutes by each division, daily. Printing on the slate, daily, at least fifteen minutes. See page 26, Willson's Manual.

Drawing, both on the slate and blackboard, as directed in Willson's Manual, pages 51 to 55; Calkin's Manual, 94 to 98.

NUMBERS.—Counting, reading, and writing numbers to 100. Adding and subtracting small numbers, not to exceed 3+10, both mentally and by writing them on the blackboard. Use the numeral frame. Multiplication table, 2×1 to 2×5, 3×1 to 3×4. Roman numerals to 25. Adding on the board and slate, columns of units not to exceed 5, to an amount not to exceed 25. For methods of teaching, see Sheldon's Elementary Instruction, pages

138 to 174; and Willson's Manual, page ——; Calkin's, 133 to 180.

Morals and Manners.—Taught by enforcing habits of personal cleanliness, neatness in dress, and obedience to parents; and by *telling*, not reading, simple stories to illustrate the virtues of honesty, truthfulness, and kindness. Sheldon's Elementary Instruction, pages 384 to 388, for practical exercises; Calkin's Lessons, pages 350 to 383.

Oral Instruction.—Exercises for training the perceptive faculties will embrace lessons on Forms, Colors, and Objects.

Forms.—Embracing lines, straight, curved, parallel, perpendicular, vertical, horizontal, oblique, spiral, and waving. Angles: right, acute, and obtuse; and plane surfaces, the square, the triangle, and the circle. For instructions, see Sheldon's Elementary Instruction, pages 63 to 80; Calkin's Manual, 41 to 77.

Colors.—Learn the names of the colors on Willson's Color Chart No. 13, and learn to distinguish the colors of objects. Willson's Manual, page 92; Calkin's Manual, 112 to 116.

Parts of the Body.—See Calkin's Manual, pages 189 to 200.

Objects.—Chair, watch, clock, pin, thimble, knife, cart. See Calkin's Manual, pages 189 to 224.

Animals.—See Sheldon's Elementary Instruction, 310 to 316; take dog, goat, cat and kittens, hen and chickens.

Place.—Location of the schoolhouse, of the home of each pupil, the number of the house, and name of the street. Names of the five principal streets of the city.

General Directions.—Make two divisions of the class, and keep one at the blackboard, or occupied with their slates, while the other is receiving instruction in reading and spelling, or numbers, from the teacher. Physical exercises, according to Mason's Manual, must be given twice a day, five minutes each time.

The teachers of this grade are requested to study thoroughly and carefully Willson's Manual, Calkin's Object Lessons, Sheldon's Elementary Instruction—the sections relating particularly to the first lessons in teaching.

EIGHTH GRADE.

Second Term of Five Months.

READING.—Willson's Primer, completed. Use Charts Nos. 5 and 6, and review Nos. 1, 2, 3 and 4.

One reading lesson from the Charts daily, and one from the Primer daily.

For detailed instructions, see Willson's Manual, pages 24 to 41, and pages 294, 295, paragraphs 25 and 37, with references. Sheldon's Elementary Instruction, pages 231 to 248.

SPELLING.—From the Charts and Primer, and from words printed on the board by the teacher. See Willson's Manual, pages 294, 295, paragraphs 25 and 37 with references.

LANGUAGE.—*Oral Composition*, as directed in Willson's Manual, pages 24 to 41, at least fifteen minutes each day. Sheldon's Elementary Instruction, pages 219 to 230.

Be careful to correct the faulty pronunciation and ungrammatical expressions of pupils, and particularly careful to require them to repeat their sentences, using correct language.

WRITING AND PRINTING.—Begin script writing on the blackboard, easy capitals, and small letters, followed by writing on the slates at least twenty minutes daily.

Printing from Charts Nos. 10 and 11. See Willson's Manual, page 294, paragraph 27. Sheldon's Elementary Instruction, page 258. First Step.

DRAWING.—Both on the blackboard and slates, at least twenty minutes daily. Sheldon's Elementary Instruction, pages 419 to 426. Calkin's, 94 to 98.

NUMBERS.—Counting by 1's, 2's, 3's and 10's, to 100, and backwards; reading and writing numbers to 1,000; addition and subtraction tables to 5 plus 10, regularly and promiscuously. Reading and writing Roman numerals to 50. Tables to be printed on the board. The Abacus to be used in illustration of simple operations.

Pupils shall perform slate and blackboard exercises in adding columns of units to an amount not exceeding 100. Multiplication table, from 2 x 1 to 2 x 5, and 3 x 1 to 3 x 5. Name and value of silver coins. Read and write the fractions $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$. For

methods, see Sheldon's Elementary Instruction, pages 168 to 186. Calkin's, 138 to 158.

MORALS AND MANNERS.

Continued as in the first Term. Tell stories from Abbott's Library Book, "Learning about Right and Wrong." Read five or ten minutes each day, from some interesting juvenile book from the School Library. Tell stories from Willson's Intermediate Third Reader. See Sheldon's Elementary Instruction, 389 to 391. Calkin's Lessons, pages 353 to 357. Learn ten Maxims from Willson's Manual, or Sheldon's Elementary Instruction.

ORAL INSTRUCTION—FORMS.—Regular four-sided figures from the Chart, to be drawn on the blackboard. Review of the work of the First Term.

COLORS.—The leading colors, with tints and shades, from Color Chart No. 13, matching and selecting colors from the box of color cards.

SIZE.—Length, the inch, foot and yard, taught by marking lengths on the blackboard, and by actually measuring with sticks, cut in lengths of a foot and a yard, measuring the length and width of the room, desks and other objects. Table of long measure, limited to 12 inches make one foot; 3 feet make one yard. See Sheldon's Elementary Instruction, pages 200 to 207.

PLACE.—See Calkin's, 41 to 77, Sheldon's Elementary Instruction, 263 to 270, 5 lessons. Review of the Eighth Grade Exercises. Ten additional names of streets, right and left hand, North, East, South and West. Location of any public buildings in sight of the school-house. Locate and describe the Bay, Goat Island, Alcatraz Island, North Beach, Rincon Point, the Mission, the Presidio, the Potrero, Telegraph Hill, Mt. Diablo, and the Coast Range of mountains.

PARTS OF THE BODY.—Continued from the First Term. Calkin's Manual, pages 189 to 226.

OBJECTS.—Review the exercises of the First Term, and take the following additional: glass, slate, water, milk.

ANIMALS.—Sheldon's Elementary Instruction, Second Step, pages 316 to 320. Willson's Chart, No. 15 and No. 1.

PLANTS.—Chart No. 19. Willson's Manual, pages 292, 294. See paragraphs 8 and 32.

Conversational Lessons from Sheldon's Elementary Instruction, pages 26 to 32.

General Directions.—Review the work of the past Term. Two divisions in the class.

Physical Exercises twice a day, five minutes each time.

Teachers are required to study the reference book carefully.

No exercise to exceed fifteen minutes in length, except Writing and Printing.

SEVENTH GRADE.

First Term of Five Months.

Reading.—Willson's First Reader, to page 47. Concert, vocal exercises, and phonetic spelling, before each reading lesson. Drill exercises in rising and falling inflection, and emphasis. Sheldon's Elementary Instruction, Second Step, 240 to 242.

Spelling.—Words from the Reader, and the names of common objects. Two short exercises daily: one oral, the other printed on the slate or blackboard. Sheldon's Elementary Instruction, pages 260 to Third and Fourth Steps.

Language.—Oral Composition, as directed in Willson's Manual; Conversational Lessons, Sheldon's Elementary Instruction, pages 33 to 40.

Drawing.—For instruction, see Sheldon's Elementary Instruction, pages 419 to 426.

Printing and Writing.—Each division of the class must have an exercise of fifteen minutes at the blackboard, daily, and one of equal length on the slates. Short sentences from the Reader, to be printed on the slates and the board, and the lessons in spelling to be learned by printing the words on the slates or board. Writing script letters, both capital and small letters. Teach the relative proportions of the small letters, as the height of the letters *m* and *d* compared with *h* and *b*. Review of the 8th Grade course.

Numbers.—Counting to 100 by 2's, beginning with one: as 1, 3, 5, 7, 9, etc., and review counting on even numbers by 2's, 5's and 10's. Reading and writing to 10,000; Roman Numerals to 100. Addition and Subtraction tables taught together to 10+10, regularly and promiscuously. Multiplication table: 2×1 to 2×10, 4×1 to 4×5. Teach the use of the terms *plus* and

minus, and drill the class in rapid mental combinations of small numbers: as 4+2+2+3+1—3—2+4=how many? Calkin's Manual, 135 to 160. Tables to be printed on the board; Blackboard drill in adding columns of units to an amount not exceeding 100; multiplication of units, the product not to exceed 20, in the form of written arithmetic. Continue to learn to read, write and understand fractions, not to exceed 5ths. See Sheldon's Elementary Instruction, pages 187 to 199. Learn the sign of dollars and to write dollars, not to exceed $10,000.

Morals and Manners.—Continue as in the 9th Grade. Sheldon's Elementary Instruction, 389 to 390. Cowdery. Learn 10 new Maxims from Willson or Sheldon, and review the 10 learned in the previous term.

Oral Instruction—*Forms.*—The circle and its parts; plane surfaces, reviewed. Cube and pyramid from the box of solids.

Colors.—Exercises on the Color Chart, reviewing the leading colors, tints and shades, and adding lessons on hues.

Size.—Square measure introduced by drawing a square inch, and a square foot, on the blackboard. Long measure reviewed and extended to the number of yards and feet in a rod. Exercises in measuring the lengths of objects in the school-room. See Sheldon's Elementary Instruction, pages 200 to 207.

Weight.—See Sheldon's Elementary Instruction, pages 208 to 211.

Place.—Calkin's, 41 to 77. Sheldon's Elementary Instruction, 268 to 282.

Objects.—Review the work of the 8th Grade, with the following additional: sugar, coal, sponge, india rubber.

Animals.—Review the lessons of the 8th Grade. Willson's Chart, No. 15. Willson's Manual, pages 150 to 162.

Plants.—Names of plants from Chart No. ——, and names of plants which the children see at home, or in the gardens.

Local Geography.—Learn the following directions, both in the room and out of doors: North, North-East, East, South-East, South, South-West, West, North-West. Directions of the principal streets. Locate, in addition to the places named in the 8th Grade, the following: Russian Hill, Rincon Hill, Mission Peaks,

the Plaza, Union Square, Washington Square, the City Hall, Custom House, Post Office, United States Marine Hospital, the Lincoln School House, the Denman, Rincon, Washington, Union, Spring Valley, Tehama, Broadway, Mission, Cosmopolitan, and the various Primary Schools in the vicinity of the school-house which the pupil attends; the Golden Gate, Mount Tamalpais, Pacific Ocean, Angel Island, San José Railroad Station, the Shot Tower; the large Foundries and Machine Shops, the Woolen Mills, the Spring Valley Water Works, the Gas Works, the five principal Wharves, Woodward's Garden, City Gardens, Lone Mountain Cemetery, Seal Rocks, and Fort Point.

General Directions.—For suggestions in this grade refer to Willson's Manual, pages 297 to 300. Third Year.

SEVENTH GRADE.

Second Term of Five Months.

Reading.—Willson's First Reader, completed. Short exercises in vocal sounds and phonetic spelling, of five minutes before each lesson. Punctuation marks and inflections, taught from the Charts No. 7. See Willson's Manual, page 301, paragraphs 76 and 88.

Spelling.—Willson's Primary Speller, to page 40, to be used as directed in the preface by the author. Every word to be used in constructing a sentence, either written or oral; accent of syllables, and the marks used to distinguish the different sounds of the vowels, whether long or short. Short exercises daily, in spelling words in *common* use by children.

Language.—Oral composition continued as in the 8th Grade. Writing short sentences from Willson's Speller, in connection with the spelling lessons. Writing short sentences about animals or things. The pupils taught to use Capital letters at the beginning of sentences, and periods at the close. Require pupils to answer questions by using a complete sentence.

Writing.—Blackboard and slate writing daily. Proportions of the small letters taught by ruled spaces on the board. In classes where the pupils have desks, use a long pencil, and require it to be held like a pen. Begin to use paper, writing with a long lead pencil. The use of pencils to be followed by the use of a pen; blank books or paper used in this class. General exercises to secure

freedom of movement with the hand and arm. For instructions for position at the desk, see Grade 6th.

Drawing.—For instructions, see page 52 of Willson's Manual. Sheldon's Elementary Instruction, 426 to 433.

Numbers.—Robinson's Primary Arithmetic, to page 42. Counting by 3's, on odd and even numbers: as 1, 4, 7 and 2, 5, 8, 11, etc., and backwards by subtraction, as 99, 96, 93, etc. Review of counting by 2's, 4's, 5's and 10's, and backwards. Problems to be solved with open books. Multiplication and Division tables, singly and simultaneously, to 6 times 10, regularly and promiscuously. Reading and writing numbers to 100,000. Roman numerals of the 8th Grade reviewed. Printing tables on the board and the slate daily. Rapid mental combinations of small numbers in Addition, Subtraction, Multiplication and Division, as in former grades. Examples in adding columns of units and tens on the board, the amount not to exceed 1,000. Continue to learn to read and write fractions not to exceed 10ths; reduce mixed numbers to improper fractions, not to exceed 10ths. Learn to perform slate and blackboard exercises, in Multiplication, the product not to exceed 100. Learn the form of writing examples in Division, using only unit figures.

Morals and Manners.—Begin to read from Cowdery's Moral Lessons, one lesson a week, of twenty minutes. Politeness of behavior should be strictly inculcated, and neatness of dress encouraged. Learn 10 new Maxims, and review those learned before.

Animals.—Review the exercises of the 8th Grade. Sheldon's Elementary Instruction, 320 to 324. Third Step. Charts Nos. 17 and 18.

Plants.—See Willson's Manual, pages 301 and 303, paragraphs 81, 94. Chart No. 21, also pages 178 to 189.

SIXTH GRADE.

Time in this Grade, one year.

Reading.—Willson's Second Reader. Thorough drill in inflection, pitch, force, pauses, emphasis, and accent. Exercises in vocal culture and phonetic spelling in connection with each reading lesson. Thorough drill on the sounds of the consonants.

In this grade the work of learning how to study lessons begins.

Secure the careful attention of the pupils to the *meaning* of their lessons by questioning them on the sense. Require the pupils to close their books and give the substance, first of a sentence, next of a paragraph, and finally of a page or the entire lesson.

Spelling.—Willson's Primary Speller to page 60, omitting lessons 83, 84, 85, 90, 91, and 98. *Every word* to be used in constructing a sentence, either oral or written, as directed in the Speller. Lessons of the Seventh Grade reviewed. Spelling of words in common use by the pupils.

Language.—Written and oral sentences, as directed in Willson's Manual. Short written extemporaneous compositions under the direction of the teacher. For suggestions, use Brookfield's Elementary Composition. Attention paid to spelling, capitals, periods, and the pronoun I as a capital letter. Require pupils to answer questions by using complete sentences. Be careful to correct all ungrammatical expressions.

Writing.—Exercises in writing on the blackboard, for the purpose of learning the proportions of the small letters and capitals. Writing in a blank book such exercises with a pen as will secure a free use of the fingers, hand, wrist, and arm, and correct and easy positions at the desk.

Positions in Writing.—The pupils may be trained to sit in three different positions at the desk:

1st. With the left side turned towards the desk, the body supported by the left elbow, resting on the middle of the left-hand side of the desk, and the edges of the book parallel with front, back, and right-hand side of the desk. This is the position most usually taken by accountants at standing desks.

2d. With the right elbow resting on the right-hand corner of the desk, the left elbow on the left-hand corner, the body facing the desk squarely, the weight thrown lightly on the left arm, and the book placed diagonally on the desk. This is, perhaps, for most writing, the easiest and best position at the school desks.

3d. With the right side towards the desk, the right elbow resting on the middle of the right-hand side of the desk, the left arm at the side, the hand only resting on the desk, and the top and sides of the book parallel with the front, back, and left-hand side of the desk. This is the most convenient position for the level table.

In any one of these positions, the pupils must be required to place their feet firmly and squarely on the floor, as this is absolutely necessary to secure an erect position at the desk. Pupils should be trained in the general exercises to write in each one of the three positions. The position of the pupils at the desk, whichever be taken, should be uniform. Pupils should be trained to slide their books up and down the desk, and how to use the arm and wrist in writing, as well as the fingers.

Drawing. — Blackboard and slate exercises, and "tracing books." See Sheldon's Elementary Instruction. Review of previous grades.

Arithmetic.—Robinson's Primary; completed from page 42, and reviewed, omitting such tables as are not included in the list as specified in this grade. Pupils to recite lessons with open book, and the tables to be printed by the pupils on the blackboard and slate. The analysis of problems not to be required in examination, and to be abridged as the teacher may choose. List of "tables" to be learned: Avoirdupois Weight, United States Money, Time, Dry Measure, and Liquid Measure to gallons; Long Measure, learned by actual measurement on the board—12 inches to 1 foot, 3 feet 1 yard, 5½ yards or 16½ feet 1 rod; Square Measure: 144 square inches 1 square foot, 9 square feet 1 square yard, drawn on the board; Miscellaneous Table: 12 things 1 dozen, 12 dozen 1 gross, 24 sheets of paper 1 quire, 20 quires 1 ream; the couplet "Thirty days hath September," etc. All the mental problems to be performed on the board by the class in the form of written arithmetic, for the purpose of connecting mental with written arithmetic, and as introduction to the work in the next grade with the "Rudiments."

Blackboard drill in adding columns of units, tens, and hundreds, the amount not to exceed 1000. Drill on the board in written multiplication, the multiplier being limited to unit figures and the multiplicand to six places.

Written division, using 2 for the divisor and three places for the dividend.

Subtraction, limited to four places, and the reasons for "borrowing" not to be required in examination.

Numeration and notation to 1,000,000.

Roman Numerals to 1,000.

Counting or Adding, beginning with both 1 and 2, to 100, by 2's, 3's, 4's, and 5's, and subtracting the same from 100. Rapid combinations of unit figures, in the four operations, both mentally and on the slate and blackboard, as $6\times4\div8+2\times4-2\div9+7\div3\times7-1\div10=$ how many?

Learn to read and write common fractions to 100ths, and decimal fractions to hundredths.

Learn to read, write, and add dollars and cents.

No lessons in arithmetic in this grade to be assigned by the teacher to be studied at home.

MANNERS AND MORALS.—Cowdery's Moral Lessons, one lesson each Friday of half an hour. The moral judgment may now be called into exercise to determine the right or wrong of actions, with some of the simple reasons for such opinions. Read from Willson's Third Reader, and from the Roll-Books in the library. Learn ten new Maxims, and review those of the previous grade.

ORAL INSTRUCTION—*Forms.*—Reviewed as taught in the Seventh and Eighth Grades, and the remaining solids in the box of geometrical solids taken up. Begin to describe the various forms which have been learned, and to distinguish and compare with the forms of miscellaneous objects, as apple, pencil, top, and egg.

For instructions and illustrations, see Sheldon's Elementary Instruction, pages 80 to 85.

Objects.—Review the work of the previous grade, and take the following additional: paper, leather, lead, egg, cheese, orange, apple, peach, pear. See Sheldon's Lessons on Objects.

Animals.—Extend and review the lessons of the Seventh Grade. For suggestions, see Sheldon's Elementary Instruction, 324 to 358.

Plants.—Review and extend the lessons of the Seventh Grade. For suggestions, see Sheldon's Elementary Instruction, 359 to 384.

PLACE—*Local Geography.*—Review the places named in the Seventh Grade, and locate the following additional ones: Mercantile Library, Mechanics' Institute, Masonic Temple, Odd Fellows' Hall, the larger church buildings, San Pablo, San Rafael, Petaluma, Vallejo, Benicia, San José. Require the direction by points of the compass of all the places named in the lower grades from the school-house which the pupils attend.

Require the pupils to draw on a board on a large scale a rough

outline map of the bay of San Francisco and vicinity, as found in Clarke's Primary Geography. See Sheldon's Elementary Instruction, pages 276 to 287.

Natural features of land and water. Distance in miles of places in the city from the City Hall, and of towns in the vicinity from San Francisco.

A globe introduced to the pupils, and the equator, axis, poles, and daily revolutions made familiar. Oceans and continents pointed out, and the location of California.

FIFTH GRADE.

READING.—Willson's Intermediate Third. Concert vocal exercises on the elementary sounds, inflection, pitch and stress, and phonetic spelling, few minutes at each reading lesson. The teacher is referred to Russell's Vocal Culture.

SPELLING.—Willson's Primary, reviewed and completed, omitting Lessons 99 to 103, and the lessons omitted in the Sixth Grade. Written and oral construction of sentences as directed in the Speller. Oral spelling, alternating with exercises in writing, both on the slate, and with pencil and pen on paper. Weekly exercise in spelling the names of objects and places named in the course of oral instruction. Abbreviations. Take the first half as found in Sargent's Reader.

WRITING.—Payson & Dunton's Copy-books. Blank-book for general exercises to secure ease and freedom of movement, and for learning the relative proportions of letters. Exercises in all three of the positions as explained in the Sixth Grade, and particular attention given to the manner of holding the pen. Bad habits of position at the desk, and incorrect manner of holding the pen, to count as fifty per cent. of demerit in the examination in writing. Three lessons a week, and a fourth lesson in copying a corrected composition.

DRAWING.—Under the direction of the drawing teacher. For suggestions in blackboard drawing, the teacher is referred to Sheldon's Elementary Instruction, pages 433 to 441.

LANGUAGE.—Oral and written sentence-making in connection with Willson's Speller, as required under the head of Spelling, one extemporaneous composition, time half an hour each week, on some

subject presented and talked about by the teacher, as in oral instruction. One composition weekly, prepared at home and presented each Friday, to be re-copied as a writing lesson, the following week. For suggestions, use Brookfield's Composition, Sheldon's, Calkin's and Willson's, and Quackenbos' First Lessons.

Require pupils to use correct language in recitation.

GEOGRAPHY.—Cornell's Primary.

ARITHMETIC.—Robinson's Rudiments to page 82, omitting rules and definitions, and making practical operations the main object. Mental examples to be performed with open book. Class drill on the blackboard and slate of fifteen minutes, twice a week, on practical operations, dictated by the teacher in the four rules. Rapid mental combinations of numbers, class-drill twice a week, of ten minutes each time. Rapid counting, class-drill by 2's, 3's, 4's, 5's, 6's, 7's, 8's, 9's, 10's, 11's and 12's, to 100. Roman numerals reviewed. Continue the reading and writing of common fractions, not to exceed 100ths, and of decimal fractions, not to exceed 1000ths. Addition and subtraction of decimals, and their multiplication by whole numbers, limited to small numbers, and simple operations. Similar exercises with dollars and cents.

LOCAL GEOGRAPHY.—Review of the course in the Sixth Grade. Rough outline map of California, drawn on the board by the pupils, and the following additional places located: Yreka, Crescent City, Red Bluff, Marysville, Grass Valley, Nevada, Sacramento, Stockton, San José, Santa Cruz, Monterey, Los Angeles, San Diego, and exercises in distances of those places from San Francisco.

MORALS AND MANNERS.—Cowdery's Moral Lessons; one exercise of half an hour each Friday; for suggestions, in conducting moral lessons, see Sheldon's Elementary Instruction, pages 402, 403; learn ten new Maxims: commit to memory ten stanzas from the best poets.

ORAL INSTRUCTION.—General review of colors, forms, size and place, as taught in the Sixth and Seventh Grades.

METALS AND MINERALS—General properties, qualities and uses of the following: iron, gold, silver, lead, copper, salt, coal, granite, marble, and slate, the objects to be presented to the class. For instruction and models, see Sheldon's Lessons on Objects, pages 132 to 168.

ANIMALS.—Charts Nos. 16 and 18; for suggestions, see Sheldon's Elementary Instruction, pages 324 to 358; Willson's Manual, pages 162 to 169.

PLANTS.—Use Chart 21; for suggestions, see Sheldon's Elementary Instruction, pages 359 to 384.

FOURTH GRADE.

READING.—Willson's Third Reader. Vocal exercises, as in the Fifth Grade, continued. See Russell's Vocal Culture.

SPELLING.—Willson's Larger Speller to page 60. Particular and continued attention to be given to the oral and written construction of sentences, as directed in the preface; to the parts of speech, as directed after each lesson on the upper half of each page; and to the sounds of the vowels and their notation, as indicated at the head of each lesson.

The "lessons," on the upper half of each page, may be spelled orally, but the "exercises," on the lower half of each page, containing synonyms, must be written and the phrases expanded into sentences. Abbreviations completed, from Sargent's Speller.

WRITING.—Three lessons a week in the copy books, and one in copying corrected compositions; half an hour each lesson. Blank book each term for general exercises, in principles, position, arm and finger movements. Faulty habits of position at the desk and holding the pen, to count 50 per cent. demerit of the credits allowed in examination.

DRAWING.—As directed by the Drawing Teacher.

LANGUAGE.—Require all answers to be given by using a complete sentence. Correct faulty expressions, and require the pupil to repeat the correction. Oral and written exercises in sentence-making, as found in connection with Willson's Speller. Short extemporaneous compositions, or exercises on the slate, on simple subjects, taken from the topics of oral instruction, twice a week, half an hour each time. One composition every Friday, on some subject selected and talked about by the teacher, to be prepared out of school, at home. Teach the pupils how to write, fold and direct a letter, and require them to write composition-exercises in the form of letters, until they learn how to do it correctly, by practice. All corrected compositions to be re-copied in school, as

a writing exercise. Quackenbos' First Lessons in Composition, to page 75.

Geography.—Cornell's Primary, reviewed and completed. Exercises on the Outline Maps. Five lessons on the Globe, to explain the location of continents and oceans, latitudes, longitudes, meridians, parallels, poles, equator, and the revolution of the earth.

Local.—Review the exercises of the 6th Grade. Require the pupils to draw on the board, and on paper, large-sized maps of California. Locating, in addition to places named in the 5th and 6th Grades, the following: Sonora, Santa Clara, Placerville, Watsonville, Columbia, Napa, Brooklyn, Copperopolis, Santa Rosa, San Bernardino, Eureka, Healdsburg, Red Bluff, Dutch Flat, Chico, Visalia, Oroville, Woodland, Colfax, Downieville, Folsom, Redwood City, Sonoma, San Andreas, Ukiah, Jackson, Shasta, Anaheim, Mariposa, Weaverville, Crescent City, Martinez, Pacheco, Colusa, Auburn. Locate the mountains and principal rivers of the State.

Arithmetic.—Robinson's Rudiments, from page 82 to 153, omitting the following black-lettered sections, 132, 138, 141, 145, 150, 152, 154, 161 to 165, with all examples involving their applications. Review the first 82 pages by taking the last five examples under each paragraph or section. Analysis not required in examination. Class-drill exercises on the board and slate at least every other lesson in Arithmetic, of fifteen minutes. Teach the pupils the method of reckoning simple interest in California, in the common business form. Require the pupils to write promissory notes, orders, and bills, until every member of the class can write each form correctly and creditably.

Oral Instruction.—General review of the Color Charts, and the box of geometrical solids. See Sheldon, Willson and Calkins.

Metals and Minerals.—Review the lessons of the 6th Grade, and add the following: quicksilver, tin, zinc, brass, quartz, mica, sandstone, lime, asphaltum, and chalk. See Sheldon's Lessons on Objects.

Animals.—Review and extend the lessons of the 6th Grade.

Morals and Manners.—Half an hour every Friday. Cowdery's Moral Lessons, and selections from the School Library. General rules of deportment in public places and at home. Habits of

personal neatness. For suggestions, see Sheldon's Elementary Instruction, 405 to 412. Commit to memory ten stanzas from the best poets.

General Directions.—Written Examination in some one study of the course at least one hour every Friday, the credits to be added in the monthly report. General exercise of half an hour on Friday, in questioning pupils about the library books which they have read during the week. Declamations, by the boys. Reading of compositions and recitations of poetry by the girls, at least half an hour weekly—the class to be divided into suitable sections.

THIRD GRADE.

Reading.—Willson's Third Reader. Exercises in phonetic spelling, words of three and more syllables, once a week, and concert exercises in vocal culture, weekly, on emphasis, pitch, force and inflection. See Russell's Vocal Culture.

Spelling.—Willson's Speller to page 90, omitting Lessons 97 to 108, but including Exercises from 67 to 78, expanding the phrases into sentences.

Classify the nouns, verbs and adjectives in the Exercises and Defining Lessons near the end of the Speller, (adjectives) pages 150 to 156, Lessons 1 to 7.

Definitions, and use of capitals on page 167 of the Speller, and Rule 1st, page 168.

Writing.—Three lessons a week, half an hour each; Payson & Dunton's Copy Books. Blank book each term for general exercises, and the principles of penmanship taught from the blackboard. One exercise in writing, weekly, in copying corrected compositions.

Drawing.—Under the direction of the drawing teacher.

Language.—Town's Analysis, to page 56, section 10. Sentence-making as divided in Willson's Speller, constructing full sentences out of the phrases in the "Exercises," from Exercise 48 to 77. Short composition exercises on slates, twice a week, from fifteen minutes to half an hour each, to be written on topics assigned and explained by the teacher. A composition to be required once a week on a subject assigned and explained by the teacher, to be studied and written at home.

At least two composition exercises during each term, to be in the form of letters, properly folded and directed.

Quackenbos' Composition, First Lessons, from page 75 to 100, and reviewed; also, Letter Writing, Lessons 64, 65, and 66.

All compositions, after being corrected by the teacher, to be carefully re-copied by the pupil as an exercise in writing in school.

GEOGRAPHY.—Guyot's Intermediate.

Local Geography.—Review the exercises of the Fourth Grade. Draw on a large scale, a map of the central section of California, including the Bay Counties, as found in Clarke's Common School Geography. Oral instruction on the climate, surface, soil and productions of California.

ARITHMETIC.—Robinson's Rudiments, completed, and reviewed by taking the last five examples under each section, omitting the same sections as in the Fourth Grade. Require the pupils to learn and recite all the black-letter definitions. Rules required for fundamental and fractional operations, but not required to be memorized in the exact language of the book. Blackboard and slate drill exercises of the whole, at least twice a week, and fifteen minutes each time, or better still, ten minutes daily, after or before the regular recitation of the book-lesson. Teach the California methods of reckoning simple interest, and require each pupil to learn to write readily and correctly, a promissory note, an order, and a bill. Rapid mental combinations of small numbers involving the four rules, at least every alternate lesson in Arithmetic. Adding and subtracting by 12's, 13's, 14's, and 15's, to 100. Review of counting by 3's, 4's, 7's and 9's. Most of the work of this grade to be done at school. Not more than five problems shall be assigned to be worked at home, for any one lesson.

MANNERS AND MORALS.—One lesson each week, on Friday, half an hour. Use Cowdery's Moral Lessons, and for suggestions, see Sheldon's Elementary Instruction, pages 413 to 418. Commit to memory five short pieces of poetry from the standard poets, to be dictated by the teacher and copied by the pupils.

ORAL INSTRUCTION.—Review the Color Charts, and give lessons on the harmony of colors. See Willson's Manual, Sheldon's, and Calkin's.

Metals and Minerals.—Review the Exercises of the Fourth and

Fifth Grades, and add the following: clay, borax, soda, potash, agate, gypsum. For illustrations, see Sheldon's Lessons on Objects.

Animals.—See Willson's Manual, pages 305, 306, Fifth School year, Sec. 105. Willson's Charts, 15, 17, 18.

Plants.—Willson's Manual, page 305, Sec. 106.

General Directions.—Written Examination every Friday, of at least half an hour, on some one study of the course, the papers to be credited to the monthly report. Declamation for the boys and select reading for the girls every Friday, the class to be divided into suitable sections for the purpose.

SECOND GRADE.

Reading.—Willson's Fourth Reader, lessons twice a week. An exercise in vocal culture and phonetic spelling fifteen minutes, once a week. The teacher is referred to Russell's Vocal Culture for the analysis and classification of elementary sounds, and for concert exercises in stress, emphasis, force, movement and pitch. Teach the pupils the notation of the vowel sounds, as used in Webster's Dictionary.

Spelling.—Willson's Speller, from page 90 to 120, omitting "Lessons" from 108 to 138, and reviewing the work of the previous grade. Three lessons a week. Particular attention paid to accent, pronunciation, and the marks used to denote the different sounds of the vowels.

Definitions and Rules on pages 167 and 168. Defining Lessons (nouns) 7 to 14, pages 157 to 163, with a review of the seven previous lessons. Spelling of important Geographical names on the Pacific Coast, one exercise each week of half an hour.

Writing.—Two lessons a week, half an hour each. Payson & Dunton's Copy Books. Blank book each term for general exercises, to secure freedom of movement and ease in position at the desk. Principles explained from the blackboard by the teacher. Pupils required occasionally to write in each one of the three positions at the desk. Incorrect manner of holding the pen and in sitting at the desk to be counted as demerits in the examination in penmanship.

Drawing.—As directed by the teacher of drawing. First half-

year, linear drawing: second half-year: for boys, ground plans, raising elevations, specimens, etc.; for girls, pencil and crayon drawing.

Language.—Kerl's Common School Grammar, to page 190, Syntax. Teach Punctuation, pages 336 to 346, and False Syntax, pages 276 to 295. Town's Analysis, to page 97, Sec. 28. Extemporaneous composition, three-fourths of an hour to an hour, once a week; a composition prepared by the pupil out of school, once a week—both to be written on subjects assigned and divided into appropriate heads or topics by the teacher. Quackenbos' Composition, continued. All corrected compositions to be carefully re-copied by the pupils and returned to the teacher.

Geography.—Guyot's Intermediate. Outline map of California, of Nevada, of Oregon. Review of the exercises of the Second Grade. Outlines of the Physical Geography of California. Population of the ten largest cities in the State. Ten principal rivers. The most important mining counties and agricultural counties.

Arithmetic.—Robinson's Practical Arithmetic, to page 205, omitting as follows: Sections 86 to 90, 92, 93, 99, 189, 190, 191, 202-6, 227 to and including 230. In reviewing the work of the previous grades, take the important leading definitions in black letter; the problems under each section to which no answers are given in the book, and the last two examples under each section. One full lesson of three-fourths of an hour each week, to be devoted exclusively to class-drill at the blackboard, of practical questions involving the application of the principles which have been learned. Not more that five questions to be assigned for any one lesson, to be performed out of school. Review of simple interest, as taught in the previous grades, and exercises in writing promissory notes, orders and bills continued until practically learned.

Mental Arithmetic.—Colburn's Intellectual, from page 60 to 110. In the longer and more difficult operations, the questions to be recited with open book. Class-drill in rapid mental combinations, as in the preceding grades. Counting to 100, beginning with both 1 and 2, by 3's, 5's, 7's, 9's, 13's, 14's, 15's and 16's.

History of the United States.—Anderson's Introductory, through the American Revolution.

PHYSIOLOGY AND HYGIENE.—Taught under the head of oral instruction. In girls' schools, the teachers recommended to read from Miss Beecher's Physiology and Calisthenic Exercises.

MANNERS AND MORALS.—Use Cowdery's Moral Lessons. One lesson a week, of half an hour. For suggestions, see Sheldon's Elementary Instruction, pages 413 to 418.

ORAL INSTRUCTION—*Metals and Minerals.*—Review the exercises of the Third Grade, with the following added: specimens of gold-bearing quartz, lava, trap-rock, feldspar, hornblende, garnet, chalcedony, serpentine, asbestos, soapstone and emery. See Sheldon's Lessons on Objects. *Animals and Plants.*—Review the work of the Third Grade, continuing the use of Willson's Charts.

GENERAL DIRECTIONS.—Written review of one hour every Friday on some one study of the course, the result to be credited in the monthly report. Reading compositions, declamations, and select pieces, weekly; the class being divided into suitable sections.

FIRST GRADE.

READING.—Willson's 4th Reader, at least one lesson a week. Russell's Vocal Culture used, if contained in the School Library. Review of elementary sounds and phonetic spelling.

SPELLING.—Willson's Speller, completed and reviewed, omitting Lessons 120 to 165 inclusive, and the lessons omitted in the previous grades. Defining Lessons in fine print, 14 to 17, with a review of the preceding 14 lessons. Spelling Geographical names of the Pacific Coast.

WRITING.—Principles reviewed with the use of blank book, or Payson & Dunton's, at the option of the Principal.

DRAWING.—Lessons as arranged by the drawing teacher.

ARITHMETIC.—Robinson's Practical, omitting paragraphs 270 to 291, 302 to 306, 325 to 351, 387 to 389, 396 to 406, 429 to, and including, promiscuous examples. Principles and operations reviewed by slate and blackboard drill exercises. Not more than five problems to be assigned at any one lesson to be worked out of school. Pupils required to be able to write correctly, promissory notes with indorsements, and to make out bills, orders, and other common business forms.

Mental Arithmetic.—Colburn's Mental, reviewed and completed.

History of the United States.—Anderson's Introductory, completed and reviewed. Important events in the history of California taught orally. The teacher is referred to Tuthill's History of California.

Physiology.—Cutter's Elementary.

Natural Philosophy.—Parker's Elementary.

Book Keeping.—Payson and Dunton's, Single Entry.

Grammar.—Kerl's Common School, completed, Town's Analysis, completed. Extemporaneous composition-exercises, once a week; studied composition, prepared out of school, once in two weeks, on topics assigned by the teacher. Analyze the Declaration of Independence, and the Constitution of the United States, applying the rules of punctuation and the analysis of sentences. Town's Analysis completed and reviewed.

Geography.—Guyot's Common School, last half-year. Outline map of California in detail, locating at least twenty-five towns, reviewing the exercises of the Second Grade. Section map of the Bay Counties, from Clarke's Geography. Physical Geography of California and the Pacific Coast. General exercises, using Guyot's Wall Map of the United States, if it can be obtained.

Oral Instruction—*Metals and Minerals.*—Brief review of the list in the 2d and 3d Grades, using specimens from the cabinet: ores of silver, copper, and quicksilver, and such other cabinet specimens as the teacher may choose to take. Brief review exercises in geometrical solids, form and color. Outline of the Government of the United States. History and Physical Geography of California.

General Directions.—Written Examination, once a week, on some one study of the course, the results to be credited in the monthly reports of the pupils. Declamations and Readings at least once a month, and weekly, at the option of the teacher.

REPORT

OF THE COMMITTEE OF TEACHERS ON GRAMMAR AND PRIMARY EXAMINATIONS.

Your Committee, to whom was referred the subject of examinations, make the following outline of the general plan to be pursued in the coming annual examinations:

They believe the subject to be one of great importance, inasmuch as the instruction given in the different grades depends, in a great measure, on the character of the examinations to which they are submitted. It is therefore fully as necessary that questions should be systematically, fairly and carefully prepared, as that the course of study be definitely laid down in the manual. In determining the relative number of credits to be given to the different studies, they have been guided partly by the work laid down very loosely in the manual, partly by the work actually done, and to a very limited extent by their own ideas of the practical importance of the several branches.

In this general schedule, Arithmetic counts one-fifth of the whole standard, which, in the opinion of your Committee, is giving this branch of study undue importance, especially in all grades below the Grammar.

They find on inquiry, that in some schools, the teachers in both the Grammar and Primary Departments, devote fully two-fifths of each daily session to Arithmetic, and in some of the low grade primaries, *one-half of every day is given* to the monotonous drill of Arithmetical tables. The evil lies either in the course of study, or in the ignorance of teachers of the proper methods of teaching this subject.

Your Committee believe that simple exercises in Composition should be begun in the Fifth Grade, and have therefore introduced a small number of credits for that branch from the Fifth Grade, upward.

Map Drawing in all the grades, is required in connection with Geography: therefore, a limited number of credits ought to be allowed for it. Two teachers of drawing are employed: therefore, a small number of credits should be allowed in examination.

Your Committee suggest the following recommendations to be submitted to the Committee on Classification:

1st. That the questions to be used in the examination of the first classes of the Grammar Schools, be first submitted for revision and criticism to a joint Committee of the High School Teachers and the Committee on Classification.

2d. That the questions to be used in the examination of the several Grammar and Primary grades, be first submitted for revision and criticism to a Committee of Grammar Masters.

3d. That any pupils who fail to reach the standard of graduation for admission to the High School, shall, on the recommendation of the principals of Grammar Schools, be entitled to a supplementary examination by the High School teachers whenever the average per cent. of their monthly per centages for the year shall increase the standard of their annual examination not less than five per cent.

FIRST GRADE.

Written Arithmetic, 100—25; Mental Arithmetic, 50—10; Book-Keeping, 50; Grammar, 100—25; Composition, 100; Geography, 100—25; History, 75—25; Physiology, 75—25; Spelling, 75—75; Analysis, 75—25; Natural Philosophy, 50—25; Reading, 50; Drawing, 50; Penmanship, 50; Oral Instruction, 50; Vocal Music, 50. Total, 1,100.

Arithmetic.—(25 q.) 5 q. at 2 credits; 10 questions at 3 credits; 10 at 6 credits. Subjects in the text book to be omitted in the examination. Custom House Business; Connecticut, Vermont, New Hampshire, and Court Rule, in Partial Payments; Equation of Payments; Allegation; Arithmetical and Geometrical Progression; Square and Cube Root; and Mensuration.

Mental Arithmetic.—10 questions, 5 credits each. The analysis to be written out.

Grammar.—(25) 10 on Orthography, Etymology, and Syntax, 3 credits each; 10 on Analysis, Parsing and construction of sentences, 4 credits; 5 on Punctuation and general principles of Language.

Composition.—(100.) To be written on some subject, assigned and divided into suitable heads. To be credited: thought and use of Language, 50; Spelling, 25; Capitals, 10; Punctuation, 15.

History.—(75 or. 25 q. 3 credits each.) Questions to be distributed over the entire historical periods of the text-book; 10 q. at 2 credits; 10 q. at 3, and 5 q. at 5 credits.

Physiology.—(25) 10 q. at 2; 10 at 3, and 5 at 5 cr.

Spelling.—75 words, with the recommendation that whoever prepares the questions, be requested not to select from the Speller the uncommon and unusual words, but to take a fair average of the more difficult words in common use.

Penmanship.—(50 cr.) Specimen of fine and coarse hand, and some general questions as to general principles of writing; credited as a whole.

Analysis.—(75 cr.) 25 words, not to include the last third of the book. For every correct definition of a prefix, or suffix, 1 cr.; of the whole derivative word, 2 cr.

Natural Philosophy.—(25 q.) at 2 cr.—50.

Oral Instruction.—25 q. at 2 cr.—50.

Geography.—(25 q.) 5 q. on Cal., 10 q. on the rest of the United States, 10 q. on the rest of the world.

Reading.—(Oral examination.)

GENERAL INSTRUCTIONS FOR ALL GRADES.

1. Each question shall be *single*, and as far as practicable, prepared, so that the answer can be written in few words.

2. Each question in Arithmetic shall involve some one distinct principle.

3. Ambiguous questions shall be avoided, and the definite meaning of each question shall be simply and clearly expressed.

4. Some experienced person shall be selected to carefully read the printer's proof, in order that the questions may not be marred by blunders.

SECOND GRADE.

Written Arithmetic, 100; Mental Arithmetic, 50; Grammar, 100; Geography, 100; History, 100; Analysis, 100; Spelling, 100; Reading, 50; Penmanship, 50; Composition, 50; Oral Instruction, 50; Drawing, 50. Total, 900.

Arithmetic.—(25) 10 at 3=30; 10 at 4=40; 5 at 6=30. Total, 100.

Mental Arithmetic.—10 at 5 cr., to be written.

Geography.—(25) 10 at 3; 10 at 4; 5 at 6; ½ on U. S.; ½ on the rest of the world.

Grammar. (25) 10 at 3; 10 at 4; 5 at 6. Total, 100.

History.—(25) 10 at 3; 10 at 4; 5 at 6. To the Revolution. Total, 100.

Composition.—50 credits; to be written on a topic designated, and divided into heads. Credits on Thought, 25; Spelling, Capitals and Use of Language, 25 cr.

Reading.—(50 cr.) ½ in manner, and ½ on Elementary Sounds, Inflections, etc.

Analysis.—For every correct definition of Prefix or Suffix, 1 cr. For every correct definition of Derivative Word, 2 cr.

Penmanship.—50. Same as in First Grade.

Drawing.—50. To be credited on the work of the year by the Drawing Teacher. Map Drawing—25—on specimen maps of Term.

Spelling.—50 words at two credits each, the words to be a fair average of difficult words in common use.

Analysis.—(75) 25 words, 4 credits each.

Oral Instruction.—(50) 25 short questions at 2 cr. each.

GENERAL INSTRUCTIONS.

The questions for this grade shall be prepared for a standard of 75 per cent. for promotion to the First Grade.

THIRD GRADE.

Arithmetic, 25—100; Mental Arithmetic, 50; Geography, 100; Grammar, 75; Spelling, 100; Reading, 75; Penmanship, 50; Composition, 50; Oral Instruction, 50; Drawing, 50. Total, 700.

Arithmetic.—10 at 3; 10 at 4; 5 at 6. Total, 100.

Geography.—10 at 3; 10 at 4; 5 at 6. Total, 100.

Drawing.—Regular Drawing, 25; Map Drawing, 25 credits, on Specimen Maps of the Term.

FOURTH GRADE.

Arithmetic, 100; Mental Arithmetic, 50; Geography, 100; Reading, 50; Spelling, 100; Grammar, 50; Penmanship, 50; Drawing, 25; Composition, 25; Oral Instruction, 50. Total, 600.

Arithmetic.—(25) To embrace 10 rules and definition, and 15 short problems.

Mental Arithmetic.—10 short operations and questions.

Geography.—10 at 3, 10 at 4, 5 at 6, ¼ Local; ¼ U. S.; ½ World. Total, 100. 20 on Map Drawing.

Grammar.—10. ½ on Constructing Sentences.

Spelling.—100. 100 words.

Reading.—100 on Punctuation, Enunciation, Elementary Sounds, and Manner.

Drawing.—25. On Term work by the Drawing Teacher.

Penmanship.—On Specimens and Copy-books.

Oral Instruction.—25 q. 2 cr. each.

FIFTH GRADE.

Arithmetic, 20, written, 10 q.; Reading, 20, oral; Spelling, 20, written, 20; Geography, 20, written, 10; Penmanship, 15; Oral Instruction, 15, Oral, 15; Drawing, 5; Map Drawing, 5. Total, 120.

Arithmetic.—10 q. 2 cr. each.

Spelling.—20 words.

Penmanship.—From Specimens written at examination, and Exhibitions of Text-books.

Geography.—10 questions, 2 cr. each.

Map Drawing.—On Term Maps.

SIXTH GRADE.

Mental and Written Arithmetic, 10—10 q.; Reading, 10; Spelling, 10—10 w.; Writing, 5; Oral Instruction, 10—10; Drawing, 5. Total, 50.

SEVENTH GRADE.

Arithmetic, 10—10 q.; Writing, 5; Reading, 10; Drawing, 5; Spelling, 10—10—print the Spelling on Slate; Oral, 10. Total, 50.

EIGHTH GRADE.

Arithmetic, 10; Oral Instruction, 10; Spelling, 10—10 w. print the Spelling on Slate; Writing, 5; Reading, 10; Drawing and Printing, 5.

NINTH AND TENTH GRADES.

Same as Eighth.—Reading, 20; Spelling, 10—10 w.; Oral, 10; Printing, 10; Counting, 10. Total, 60.

Department of Public Instruction.

OFFICE OF CONTROLLER OF STATE,
Sacramento, Cal., February 1st, 1868.

To the Superintendent of Public Instruction of the State of California—

SIR: In accordance with the provisions of "An Act to provide for a system of Common Schools," approved March 26th, 1866, I hereby report the Securities belonging to the School Fund to be as follows:

In hands of the State Treasurer in trust for School Fund:	
California State Bonds of 1857	$556,000 00
California State Bonds of 1860	36,000 00
Soldiers' Bounty Bonds	46,000 00
Soldiers' Relief Bonds	124,000 00
Total (all seven per cent. Bonds)	$762,000 00

The amount of money in the State Treasury this day, subject to apportionment to School purposes, is two hundred and fifty-two thousand nine hundred and eighty-three fifty-two one hundredths dollars, ($252,983.52) and the sources from which it has accrued are as follows:

Interest on Bonds held by State Treasurer (July 1st, 1867)	$25,970 00
Interest on Bonds held by State Treasurer (January 1st, 1868)	26,670 00
Interest on State School Lands	28,794 95
One-half of Poll Taxes	57,146 54
Property Tax	121,968 47
Sale of Geological Reports	158 00
	$260,707 96
From which deduct the following:	
Error in crediting interest on Soldiers' Relief Bond, twice	$1,820 00
Warrants in favor of CALIFORNIA TEACHER	4,278 00
Certificates of Register of Land Office of Lands proved to be not property of the State, paid by County Treasurers	1,626 44
	7,724 44
Amount in School Fund subject to apportionment	$252,983 52

Very respectfully, your obedient servant,
ROBT. WATT, Controller.

APPORTIONMENT.

Total number of census children between five and fifteen years of age entitled to receive school money, 94,379. Amount per child, $2.68.

ALAMEDA COUNTY.—Alameda, 110; Alvarado, 127; Alviso, 73; Bay, 27; Brooklyn, 339; Centreville, 131; Eden Vale, 231; Encinal, 71; Eureka, 70; Lincoln, 38; Livermore, 108; Lockwood, 40; Mission S. J., 77; Mission Peak, 34; Mowry's Land-

ing, 43; Murray, 101; Oakland, 925; Ocean View, 87; Peralta, 70; Pleasanton, 110; Redwood, 28; San Lorenzo, 88; Suñol, 34; Temescal, 89; Union, 217; Washington, 67; Warm Springs, 61. Total, 3,396; amount, $9,101.28.

ALPINE.—Everett, 18; Franklin, 41; Fredericksburg, 22; Lincoln, 22; Webster, 27. Total, 130; amount, $348.40.

AMADOR.—Amador City, 82; Aqueduct City, 32; Buckeye Valley, 19; Buena Vista, 66; Clinton, 37; Copper Hill, 35; Drytown, 106; Franklin, 23; Fiddletown, 105; Forest Home, 29; Ione Valley, 104; Jackson, 192; Jackson Valley, 38; Lancha Plana, 91; Muletown, 32; Mountain Springs, 37; Mountain Echo, 25; Miligan's, 38; New York Ranch, 35; Oneida, 52; Puckerville, 49; Pine Grove, 68; Sutter Creek, 230; Upper Rancheria, 41; Union, 88; Union Church, 55; Volcano, 83; Van Winkle, 13; Williams, 24; Willow Springs, 47; Washington, 103. Total, 1,979; amount, $5,303.72.

BUTTE.—Bangor, 39; Bidwell, 37; Butte Valley, 68; Central House, 32; Cherokee, 94; Chico, 236; Canyon Creek, 27; Delaplain, 33; Dayton, 80; Eureka, 41; Evansville, 42; Forbestown, 43; Hamilton, 27; Kimshew, 81; Live Oak, 88; Lone Tree, 31; Messilla Valley, 41; Morris Ravine, 20; Mountain Spring, 43; Mud Creek, 62; Oroville, 272; Oregon City, 35; Pine Creek, 65; Rio Seco, 53; Rock Creek, 80; Salem, 28; Sandy Gulch, 44; Stoneman, 26; Upham, 12; Wyandotte, 67; West Liberty, 30; Wyman's Ravine, 41. Total, 1,918; amount, $5,140.24.

CALAVERAS.—Altaville, 88; Angels, 148; Brushville, 112; Camanche, 72; Campo Seco, 107; Cave City, 77; Chili Gulch, 69; Eureka, 21; Copperopolis, 314; Douglas Flat, 42; Fourth Crossing, 65; Mosquito Gulch, 28; Mokelumne Hill, 202; Murphy's, 211; Negro Gulch, 44; Petersburg, 78; Pleasant Springs, 26; San Andreas, 197; Spring Valley, 42; Telegraph City, 73; Upper Calaveritas, 59; Union, 56; Vallecito, 91; Washington Ranch, 40; West Point, 88. Total, 2,350; amount, $6,298.00.

COLUSA.—Butte Creek, 34; Colusa, 142; Dry Slough, 69; Franklin, 80; Grand Island, 64; Indian Valley, 51; Grindstone, 32; Marion, 39; Princeton, 40; Plaza, 50; Stoney Creek, 48; Union, 53; Washington, 32. Total, 734; amount, $1,967.12.

CONTRA COSTA.—Alamo, 66; Amador, 39; Antioch, 61; Carbondale, 35; Central, 74; Danville, 37; Excelsior, 47; Green Valley, 39; Iron House, 57; Lafayette, 63; Lime Quarry, 31; Liberty, 34; Martinez, 182; Morago, 43; Morgan Territory, 26; Mount Diablo, 72; Mount Pleasant, 90; Oak Grove, 87; Pacheco, 179; Pinole, 60; Pleasant Hill, 25; Rodeo Valley, 99; San Pablo, 171; San Ramon, 59; Somersville, 119; Sycamore Valley, 27; Tassajara, 37; Willow Spring, 40. Total, 1,899; amount, $5,089.32.

DEL NORTE.—Bradford, 31; Crescent, 157; Happy Camp, 29; Rowdy Creek, 30. Total, 247; amount, $661.96.

EL DORADO.—Buckeye Flat, 84; Bear Creek, 18; Blair's, 53; Carson Creek, 29; Clarksville, 37; Cold Spring, 49; Coloma, 102; Coon Hollow, 91; Deer Creek, 21; Diamond Springs, 91; Garden Valley, 34; Duroc, 20; El Dorado, 142; French Creek, 32; Greenwood, 43; Georgetown, 147; Green Valley, 40; Gold Hill, 43; Indian Diggings, 31; Jay Hawk, 52; Kelsey, 58; Latrobe, 86; Mission Flat, 26; Mountain, 25; Mount Gregory, 11; Mount Aukum, 59; Mosquito, 24; Natoma, 22; Negro Hill, 19; Oak Hill, 83; Pilot Hill, 35; Placerville, 409; Pleasant Valley, 91; Reservoir Hill, 54; Salmon Falls, 43; Smith's Flat, 57; Spanish Dry Diggings, 39; Tennessee, 40; Uniontown, 44; Wild Goose, 12. Total, 2,396; amount, $6,421.28.

FRESNO.—Chinchilla, 107; Dry Creek, 30; Hazelton, 31; Kingston, 38; Lake, 23; Millerton, 88; Scottsburg, 91. Total, 408; amount, $1,093.44.

HUMBOLDT.—Arcata, 207; Bucksport, 52; Eureka, 269; Eel River, 62; Ferndale, 80; Grizzly Bluff, 54; Hydesville, 86; Island, 32; Mattole, 60; Slide, 60; Table Bluff, 86; Van Duzen, 30. Total, 1,078; amount, $2,889.04.

Inyo.—Independence, 12; Milton, 21; Union, 24. Total, 57; amount, $152.76.

Klamath.—Klamath, 59; Trinidad, 65; Orleans, 45. Total, 169; amount, $352.92.

Kern.—Havilah, 70; Kern River Island, 51; Linn's Valley, 31; Teachipa, 80. Total, 235; amount, $629.80.

Lake.—Big Valley, 78; Cinnabar, 54; Excelsior, 72; Blue Lake, 27; Franklin, 26; Kelsey Creek, 60; Lower Lake, 97; Lake Port, 72; Loconoma, 58; Pleasant Grove, 56; Rincon, 44; Upper Lake, 84. Total, 728; amount, $1,951.04.

Lassen.—Janesville, 19; Lake, 38; Milford, 44; Richmond, 29; Susanville, 105; Susan River, 24; Soldier Bridge, 12; Stark, 20. Total, 291; amount, $779.88.

Los Angeles.—Los Angeles, 1,132; El Monte, 190; Bog Dale, 187; San Gabriel, 169; Silver, 95; Anaheim, 188; Green Meadows, 143; Old Mission, 198; Los Neitos, 138; Wilmington, 120; Billona, 160; Santa Anna, 172; San Juan, 104; San Fernando, 66; San José, 152; San Antonio, 59. Total, 3,273; amount, $8,771.64.

Marin.—American Valley, 35; Aurora, 18; Bolinas, 84; Chileno Valley, 36; Clark, 14; Dixie, 143; Franklin, 51; Garcia, 70; Halleck, 29; Nicasio, 46; Olima, 34; Novato, 45; Ross' Landing, 61; Saucelito, 105; San Rafael 101; San Quentin, 20; San Antonio, 44; Tomales, 52. Total, 1,018; amount, $2,728.24.

Mariposa.—Bear Valley, 58; Coulterville, 133; Cathay's Valley, 62; Hornitos, 206; Mariposa, 167; Princeton, 42; Quartzburg, 83; Sebastopol, 55; Sherlock, 34. Total, 840; amount, $2,251.20.

Mendocino.—Anderson, 53; Albion, 16; Big River, 81; Buchanan, 108; Central, 39; Cayote, 32; Calpella, 45; Count's, 14; Cuffee's Cove, 37; Fish Rock, 22; Gualala, 15; Gaskill, 39; Indian Creek, 14; Long Valley, 83; Little Lake, 86; Upper Little Lake, 46; Little River, 19; Manchester, 43; Mill Creek, 47; Navarro, 30; Mal Pass, 17; Oriental, 36; Potter Valley, 50; Red Wood, 59; Round Valley, 95; Rancheria, 31; Sanel, 89; Union, 50; Ukiah, 186. Total, 1,512; amount, $4,052.16.

Merced.—Jackson, 64; Jefferson, 212; Merced Falls, 55; Pioneer, 86. Total, 117; amount, $1,117.56.

Mono.—Antelope, 47; Bridgeport, 62; Bishop Creek, 27. Total, 136; amount, $364.48.

Monterey.—Alisal, 62; Carrollton, 63; Carneros, 53; Carmel, 82; Lindley, 65; Monterey, 363; Mountain, 53; Natividad, 118; San Juan, 271; Spring, 37; Springfield, 34; San Antonio, 82; San Felipe, 16; Tembladero, 78. Total, 1,377; amount, $3,690.36.

Napa.—Buchanan, 74; Berryessa, 97; Carneros, 47; Chiles, 68; Cherry Valley, 19; Capell Valley, 17; Franklin, 22; Howard, 50; Hot Spring, 33; Jefferson, 34; Liberty, 55; Monroe, 43; Mountain, 23; Napa City, 321; Pope Valley, 38; Redwood, 59; Suscol, 47; St. Helena, 193; Soda Cañon, 33; Salvador, 34; Tucker, 33; Upper Pope Valley, 35; Wooden Valley, 13; Yount, 11. Total, 1,459; amount, $3,910.12.

Nevada.—Altamont, 106; Allison Ranch, 138; Birchville, 58; Blue Tent, 19; Chalk Bluff, 74; Clear Creek and Penn, 62; Cherokee, 74; Columbia Hill 66; Eureka, 124; Forest Springs, 134; French Corral, 87; Grass Valley, 786; Indian Springs, 29; Kentucky Flat, 42; Little York and Lowell, 62; Lime Kiln, 52; Mooney Flat, 42; Nevada City, 675; North San Juan, 151; North Bloomfield, 36; North Star, 66; Oakland, 129; Omega, 27; Pleasant Valley, 59; Quaker Hill, 36; Rough and Ready, 100; Relief Hill, 18; Spencerville, 47; Sweetland, 90; Selby, 51; Union Hill, 118; Washington, 51. Total, 3,000; amount, $9,648.00.

Placer.—Auburn, 150; Bath, 62; Coon Creek, 32; Cisco, 69; Dry Creek, 58; Deadwood, 12; Dutch Flat, 214; Forest Hill, 165; Franklin, 62; Fairview, 8; Gold Hill, 40; Gold Run, 84; Iowa Hill, 75; Illinoistown, 212; Lisbon, 23; Lincoln, 68; Last Chance, 23; Lone Star, 10; Michigan Bluff, 76; Mount Pleasant, 41; Neilsburg, 42; New Castle, 30; Norwich, 46; Ophir, 77; Pleasant Grove, 26; Rattlesnake, 50; Rock Creek, 44;

Rocklin, 34; Smithville, 41; Stewart's Flat, 40; Todd's Valley, 58; Union, 13; Wisconsin Hill, 44; Washington, 25; Yankee Jim's, 67. Total, 2,121; amount, $5,684.28.

PLUMAS.—Antelope, 8; Crescent, 44; Genessee, 15; Greenville, 45; La Porte, 72; Mount Pleasant, 5; Pioneer, 31; Port Wine, 53; Pilot Peak, 38; Plumas, 19; Quincy, 51; Seneca, 32; Spanish Peak, 31; Taylorville, 49; Union, 20; Mohawk, 50. Total, 566; amount, $1,516.88.

SAN FRANCISCO.—City and County: Total, 20,253; amount, $54,278.04.

SAN MATEO.—Belmont, 28; Half-Moon Bay, 184; Jefferson, 74; Laguna, 97; Milbrae, 42; Purissima, 55; Redwood City, 224; San Bruno, 76; San Mateo, 95; Searsville, 70; San Gregorio, 42; Tunis, 64; Woodside, 33; West Union, 38. Total, 1,122; amount, $3,006.96.

STANISLAUS.—Adamsville, 51; Bachelor Valley, 39; Branch, 78; Dry Creek, 34; Emory, 104; Empire, 33; Farm Cottage, 32; Grant, 23; Jackson, 64; Junction, 25; McHenry, 56; Tuolumne, 45; Washington, 53; White Oak, 37. Total, 674; amount, $1,806.32.

SACRAMENTO.—Alabama, 56; American River, 72; American, 37; Ashland, 43; Brighton, 39; Buckeye, 25; Centre, 28; Dry Creek, 37; Davis, 22; Eagle Point, 3; Elk Grove, 51; Excelsior, 30; Enterprise, 78; Elder Creek, 33; Franklin, 67; Freeport, 30; Georgiana, 35; Granite, 201; Grant, 63; Hicksville, 61; Jackson, 19; Katesville, 23; Kinney, 83; Laguna, 36; Lincoln, 43; Live Oak, 105; Magnolia, 37; Michigan Bar, 87; Mokelumne, 34; Natoma, 53; Oak Grove, 46; Onisbo, 35; Pacific, 36; Pleasant Grove, 108; Point Pleasant, 34; Prairie, 32; Richland, 52; San Joaquin, 37; Sutter, 77; Sylvan, 77; Union, 34; Walnut Grove, 38; West Union, 25; Wilson, 34; White Rock, 66; Viola, 46; Sacramento City, 2,212. Total, 4,553; amount, $12,202.04.

SAN BERNARDINO.—City, 310; American, 90; Chino, —; Jauppa, 69; Mission, 115; Mount Vernon, 122; Mill, 39; Riley, 81; San Timoteo, 35; Santa Anna, 62; San Salvador, 225; Temescal, 30; Warm Spring, 144. Total, 1,322; amount, $3,542.96.

SANTA CLARA.—Adams, 62; Alviso, 84; Berryessa, 80; Braly, 53; Burnett, 53; Calaveras, 22; Cambrian, 54; Carnadero, 73; Encinal, 35; Evergreen, 60; Franklin, 55; Gilroy, 115; Guadalupe, 92; Hamilton, 50; Hester, 113; Hill, 206; Jackson, 63; Jefferson, 68; Laguira, 17; Lexington, 41; Lincoln, 64; Live Oak, 43; Los Gatos, 57; Mayfield, 133; Millikin, 53; Milpitas, 53; Mission Peak, 12; Morland, 83; Mount Pleasant, 31; Mountain View, 160; New Almaden, 114; Oak Grove, 91; Orchard Street, 88; Pala, 41; Pioneer, 81; Redwood, 66; Rhodes, 18; Santa Clara, 114; San Felipe, 9; San José, 1,281; San Ysidro, 70; Sierra, 29; Silver Creek, 47; Summit, 18; Union, 59; Willow Glen, 67. Total, 4,508; amount, $12,081.44.

SIERRA.—Downieville, 205; Goodyear's, 56; Forest City, 37; Alleghany, 89; Table Rock, 149; Gibsonville, 50; St. Louis, 35; Morristown, 19; Union, 9; Eureka, 35; Meredith, 11; Mount Pleasant, 12; Alta, 27; Washington, 16; Plum Valley, 32; Sierraville, 62; Loyalton, 30; Alpine, 24; Antelope, 18. Total, 916; amount, $2,454.88.

SONOMA.—American Valley, 35; Big Valley, 28; Burnside, 42; Bodega, 84; Bloomfield, 100; Burns, 61; Canfield, 24; Cinnabar, 57; Coast House, 320; Cloverdale, 82; Copeland, 37; Coleman Valley, 34; Dry Creek, 74; Dunham, 52; Dunbar, 50; East Petaluma, 77; Eureka, 38; Eagle, 31; Geyserville, 42; Green Valley, 49; Guillicos, 29; Guilford, 61; Hall, 53; Hill, 70; Healdsburg, 320; Hamilton, 66; Hearn, 48; Independence, 57; Iowa, 50; Jefferson, 12; Knight's Valley, 49; Laguna, 68; Liberty, 54; Lafayette, 92; Lake, 36; Lewis, 31; Lakeville, 37; Miriam, 102; Mill Creek, 53; Manzanita, 60; Mark West, 94; Mountain, 23; Mount Vernon, 34; Maaccama, 36; Oriental, 37; Occidental, 50; Oak Grove, 69; Payran, 64; Petaluma, 669; Pacific, 36; Piner, 86; Pleasant Hill, 38; Potter, 32; Redwood, 59; Russian River, 71; Rincon, 48; Strawberry, 47; Santa Rosa, 41; Stoney Point, 40; Scotta, 34; Stewart's Point, 54; Steuben, 42; Sotoyome, 59; Sonoma, 208; San Antonio, 60; Todd's, 38; Tar-

water, 20; Salt Point, 27; Washington, 32; Windsor, 97; Walker, 30; Waugh, 50; Watmaugh, 67; Wright's, 32; Wallace, 48. Total, 5,190; amount, $13,909.20.

Solano.—American Canon, 57; Alamo, 45; Benicia, 345; Bunker Hill, 75; Binghampton, 39; Crystal, 94; Centre, 60; Dover, 51; Denverton, 25; Egbert, 44; Esmeralda, 34; Fairfield, 106; Grant, 63; Gomer, 30; Green Valley, 122; King, 35; Montezuma, 51; Maine Prairie, 48; Mountain, 31; Oak Dale, 23; Owen's, 40; Pitt's, 70; Pleasant Valley, 20; Pleasant Hill, 28; Rio Vista, 52; Suisun, 75; Silveyville, 146; Solano, 39; Tremont, 56; Putch, 23; Ulatis, 99; Union, 47; Vallejo, 532. Total, 2,608; amount, $6,989.44.

Siskiyou.—Butteville, 24; Centre, 43; Cottonwood, 47; Deep Creek, 41; Douglas, 24; East Fork, 18; Eagle Creek, 16; Franklin, 38; Green Horn, 47; Humbug, 38; Hawkinsville, 32; Lincoln, 36; Little Shasta, 61; Mount Bidwell, 17; Mill Creek, 36; Oro Fino, 31; Quartz Valley, 18; Shasta Valley, 47; Scott Valley, 76; Scott River, 49; South Fork, 30; Strawberry Valley, 19; Union, 12; Willow Creek, 41; Washington, 55; Yreka, 203. Total, 1,099; amount, $2,945.32.

San Joaquin.—August, 28; Athearn, 23; Alpine, 45; Burwood, 29; Brunswick, 22; Calaveras, 15; Castle, 53; Chartville, 30; Charity Dale, 27; Columbia, 33; Davis, 43; Douglass, 38; Dry Creek, 51; Delphi, 61; Elkhorn, 40; Everett, 15; Enterprise, 21; French Camp, 60; Franklin, 36; Fairview, 25; Greenwood, 48; Gard, —; Grant, 25; Henderson, 30; Harmony Grove, 16; Houston, 41; Linden, 99; Liberty, 75; Lincoln, 22; Live Oak, 37; Lafayette, 34; Lockeford, 67; Monroe, —; Moore, 39; Madison, 58; Moulder, 25; Mokelumne, 56; Mount Carmel, 49; McKamy, 53; North, 80; Rigdon, 37; River, 33; Stockton, 942; Stanislaus, 15; Salem, 39; Shady Grove, 41; San Joaquin, 39; Telegraph, 47; Tulare, 73; Turner, 31; Union, 36; Vineyard, 193; Van Allen, 42; Wood's, 53; Washington, 29; Weber, 66; Wells, 31; Wildwood, 41; Willow, 41; Zinc House, 48. Total, 3,492; amount, $9,358.56.

Santa Cruz.—Pajaro, 404; Santa Cruz, 497; Soquel, 285; Pescadero, 74; San Andreas, 36; Oak Grove, 191; Roache, 101; San Lorenzo, 47; Happy Valley, 41; Bay View, 92; Carlton, 115; Scott's Valley, 44; Grant, 69; Union, 76; Petroleum, 57; San Gregoria, 25. Total, 2,154; amount, $5,772.72.

Sutter.—Bear River, 31; Franklin, 38; Nicolaus, 32; Lincoln, 31; Slough, 17; Washington, 47; Sutter, 23; West Butte, 38; Rome, 13; Central, 23; Buttesylvania, 32; Grant, 53; Live Oak, 43; Salem, 18; Barry, 26; Winship, 32; Illinois, 45; Jefferson, 33; Union, 48; Yuba, 49; Brown's, 16; Gaither, 56; Meridian, 37; Columbia, 24; Vernon, 35; Brittan, 50; Fairview, 23; Auburn, 66. Total, 1,042; amount, $2,792.56.

Shasta.—Shasta, 170; Roaring River, 16; Millville, 50; Clear Creek, 37; Eagle Creek, 30; Canon House, 32; French Gulch, 62; Whiskeytown, 34; Little Cow Creek, 58; Cottonwood, 20; Piety Hill, 39; American Ranch, 16; Plucky, 21; Parkville, 34; Oak Run, 17; Clover Creek, 31; Sierra, 48; Oak Knoll, 30; Texas Springs, 26; Stillwater, 21; Middletown, 27. Total, 819; amount, $2,194.92.

Santa Barbara.—San Buenaventura, 401; Montecito, 185; Santa Barbara, 743. Total, 1,332; amount, $3,569.76.

San Luis Obispo.—Arroyo Grande, 65; Moro, 78; Mission, 302; San Simeon, 56; Salinas, 71; Santa Rosa, 86. Total, 658; amount, $1,763.44.

San Diego.—Total, 383; amount, $1,026.44.

Tuolumne.—Columbia, 403; Springfield, 104; Shaw's Flat, 83; Tuttletown, 120; Sonora, 443; Confidence, 44; Summersville, 50; Curtis' Creek, 63; Jamestown, 129; Poverty Hill, 80; Montezuma, 52; Chinese Camp, 89; Big Oak Flat, 117, Don Pedro's Bar, 41; Green Springs, 55. Total, 1,873; amount, $5,019.64.

Tulare.—Visalia, 219; Deep Creek, 73; Union, 63; Elbow Creek, 42; Willow, 35; Tule River, 233; Venice, 43; King's River, 36; Elbow, 40; Liberty, 19; Kawiah, 49; Packwood, 57; Outside Creek, 61; Cottonwood, 50. Total, 1,020; amount $2,733.60.

TEHAMA.—Red Bluff, 252; Antelope, 80; Tehama, 76; Stony Creek, 27; Toomes, 28; Reed's Creek, 32; Cottonwood, 41; Daskenta, 36; Sierra, 42; Lassen, 24. Total, 638; amount, $1,709.84.

TRINITY.—Weaverville, 132; North Fork, 50; Lewiston, 34; Bates', 16; Douglas City, 50; Trinity Center, 31; Hay Fork, 40; Oregon Gulch, 50. Total, 403; amount, $1,080.04.

YOLO.—Woodland, 226; Buchanan, 45; Washington, 102; Cottonwood, 70; Prairie, 41; Cache Creek, 30; Grafton, 116; Franklin, 24; Putah, 51; Buckeye, 48; Cacheville, 96; Grand Island, 18; Merritt, 55; Fillmore, 62; Fremont, 35; Plainfield, 69; Willow Slough, 28; Monument, 40; Cañon, 45; Union, 42; Pine Grove, 38; Woodland Prairie, 25; Richland, 8; Sacramento River, 33; Monitor, 46; Eureka, 40; Gordon, 63; Capäy, 41; Fairfield, 23; Enterprise, 37; Liberty, 24; Pleasant Prairie, 26; Vernon, 25. Total, 1,675; amount, $4,489.00.

YUBA.—Bear River, 36; Brophy's, 37; Brown's Valley, 79; Buckeye, 27; Cordua, 41; Elizabeth, 30; Garden Valley, 52; Hansonville, 32; Horn Cut, 65; Indiana Ranch, 80; Linda, 46; Marysville, 783; McDonald's, 43; New York, 73; Oregon House, 54; Peoria, 60; Plumas, 77; Rose's Bar, 110; Slate Range, 140; Spring Valley, 21; Strawberry Valley, 45; Virginia, 35; Yuba, 23; Timbuctoo, 98. Total, 2,087; amount, $5,593.16.

O. P. FITZGERALD,
Supt. Public Instruction.

REPORT OF THE STATE NORMAL SCHOOL FOR THE FOUR WEEKS ENDING NOVEMBER 29TH, 1867:

Total number enrolled	111
Number of females enrolled	94
Number of males enrolled	16
Average daily attendance	95
Average number belonging	104
Per centage of attendance	92
Number left	3

REPORT OF THE STATE NORMAL SCHOOL, FOR THE MONTH ENDING JANUARY 31ST, 1868:

Total number of Pupils enrolled	150
Number of females enrolled	126
Number of males enrolled	24
Average number belonging	131
Average daily attendance	125
Per centage of attendance	94
Number left	5

NOTE.—Owing to the large increase in the number of pupils attending the Normal School, and the limited accommodations of the building now used, it is becoming crowded—a fact which suggests the propriety of liberal action in its behalf on the part of the Legislature. The Normal School is an indispensable feature of efficient common school system—a fact which it is hoped our friends in Sacramento will bear in mind.

O. P. FITZGERALD,
Sup't Public Instruction.

Resident Editors' Department.

Report of the San Francisco Schools.—We acknowledge the receipt from John C. Pelton of the annual report of the Superintendent of Public Schools of the City of San Francisco for the school year ending July 1st, 1867. It is a handsomely printed document of 250 pages, and contains a large amount of valuable statistical information. Mr. Pelton makes some very severe strictures on the course of instruction in the schools, which to some extent are doubtless well founded, but which, in our opinion, are exaggerated. As Mr. Pelton was City Superintendent two years without making any effort to change the course pursued in the schools, it would be a reflection on him to admit the faults which are set forth. For the "frequent change of text-books," which is dwelt upon as an evil, Mr. Pelton must be held mainly responsible, for those changes had no more earnest advocate than the Superintendent. The "changes" last year were—the adoption of Kerl's Grammars in place of Greene's, and Robinson's series of Arithmetics in place of Colburn's. The changes were ill advised, for the new books are no improvement over the old. The changes in text-books in this city during the last fifteen years have been comparatively few. Town's Readers were followed by Sargent's, and the latter gave place to Willson's four years ago. Each of these three changes resulted in a great improvement. In arithmetic, three changes: Thompson's, Colburn's, and last year Robinson's. In geography, Cornell's has been used since 1855—thirteen years; and yet when some of the progressive teachers mention Guiyot's new book they are met with the cry, "No change of text-books." In grammar: from 1854 to 1867 Weld's and Green's were used—two changes. Perhaps it would be well to imitate China, in which there has been no change of text-books for the last 3,000 years. The talk in this report about the unnecessary and extravagant cost and number of text-books is utterly without foundation. Children and teachers must use text-books. The idea of teaching without them is Utopian. So much by way of criticism on this report. We find much to commend, and much that is of interest to teachers and educators, and regard it, on the whole, as one of the best city school reports which has been published.

Oakland Schools.—The Oakland Grammar School, in charge of J. B. McChesney, formerly of Nevada City, is in a highly flourishing condition. Miss Caroline Price, an assistant in this school, is one of the ablest female teachers in the State.

SAN FRANCISCO SCHOOLS.

Summary of the Reports of the City Schools for Four Weeks, ending Friday, January 24th, 1868.

SUMMARY.	Whole Number of boys enrolled on the Register.	Whole Number of girls enrolled on the Register.	Total No. enrolled.	Average Number belonging.	Average daily attendance.	Percentage attend'ce on av. No belonging.	No. new pupils entered who have not before attended City Public Sch's during year.	No. rec'd by transfers from other Schools	No. Pupils re-entered.	No. transferred	No. left.
High Schools.....	120	107	227	215	211	.982	6	1	8	1	8
Grammar Schools..	1,696	1,831	3,527	3,211	3,059	.952	136	81	104	54	184
Primary Schools...	5,477	4,938	10,415	8,897	8,245	.926	692	291	497	242	718
Mixed Schools.....	461	52	513	422	311	.737	21	2	33	2	23
Grand Totals...	7,754	6,928	14,682	12,745	11,826	.927	855	385	642	299	933

TABLE—*continued.*

	No. registered for admission.	Total No. expelled.	Total No. promotions.	Total No. instances of truancy.	*Teachers' Attend'ce.* No. days absent.	No. times tardy.	Time lost by tardiness.	Time lost by absence during sch'l hours.	*Record of Visits.* No. visits to parents made by teachers.	No. visits made by School Directors.	No. of visits by Sup't.	No. school visits made by other persons.
							h. m.	h m				
High Schools.....	0	0	0	0	2	0	0	0	4	4	2	30
Grammar Schools..	25	2	297	15	9	33	2 15	2 30	150	70	59	500
Primary Schools...	256	2	2,916	81	44	155	14 30	2 30	134	151	111	647
Mixed Schools	16	0	0	1	0	4	30	0	6	4	3	12
Grand Totals...	297	4	3,213	97	55	192	17 15	5 0	294	229	175	1,189

THE NEW SCHOOL.—At a meeting of the Board of Education, a few weeks since, Dr. Ayer presented the following resolution, which was unanimously adopted without debate:

Resolved, That the schools on Tenth Street, near Howard, now under the control of the Rev. Mr. Gallagher, and accommodating about two hundred and fifty pupils, be received into this department upon the following conditions: A lease for five years, from the authorized parties, of said premises, after their completion, as school room to this Department at a nominal rent; the Department appointing such teachers as it may deem expedient, the same to be open to all creeds, but Mr. Gallagher or his successors to have the privilege to collect such of the pupils as may be willing, after Department school hours, for religious or catechism services.

Dr. Ayer said that the children in these schools have been collected by an influence more powerful than the Board could exert, and as we have no compulsory system by which they could be brought into the present public schools, he thought that the Board should be willing to provide equal accommodations for them. He hoped the resolution would be adopted without debate.

The action of the Board not being favorably regarded by the public and the press, at a subsequent meeting that part of the resolution relating to religious instruction in the school was unanimously rescinded without debate.

VOTE AT THE JUDICIAL ELECTION.

We give a complete statement of the vote for Superintendent of Public Instruction and Judge of the Supreme Court, at the October election, with the exception of the vote of Marin County, for Currey and Sprague. Fitzgerald's majority over Swett, 1,401; Sprague's over Currey, 3,357.

Counties.	Justice of Sup. Court.		Supt. Public Instruction.	
	Currey.	Sprague.	Swett.	Fitzgerald.
Alameda	1,067	754	1,111	704
Alpine	146	95	171	68
Amador	871	916	880	907
Butte	839	750	846	730
Calaveras	1,062	1,018	1,102	978
Colusa	199	442	197	440
Contra Costa	639	524	661	501
Del Norte	147	159	149	156
El Dorado	1,313	1,483	1,337	1,450
Fresno	52	291	52	290
Humboldt	518	295	529	282
Inyo	101	86	103	84
Kern	123	268	121	269
Klamath	65	139	69	135
Lake	128	375	128	375
Lassen	87	55	90	51
Los Angeles	430	854	431	849
Marin (no return)	....	....	384	256
Mariposa	455	670	468	658
Mendocino	30	209	28	209
Merced	460	835	468	825
Mono	139	66	140	65
Monterey	264	399	265	398
Napa	593	572	570	591
Nevada	2,114	1,758	2,188	1,676
Placer	1,565	1,236	1,581	1,213
Plumas	568	518	580	514
Sacramento	2,049	1,546	2,138	1,439
San Bernardino	160	313	161	311
San Diego	32	109	29	96
San Francisco	6,157	7,714	6,875	7,448
San Joaquin	1,529	1,303	1,520	1,301
San Luis Obispo	208	209	210	207
San Mateo	330	268	361	235
Santa Barbara	236	315	239	311
Santa Clara	1,629	1,755	1,634	1,741
Santa Cruz	684	497	711	466
Shasta	515	506	553	454
Sierra	933	565	948	538
Siskiyou	584	817	599	802
Solano	915	961	908	961
Sonoma	1,294	2,139	1,221	2,105
Stanislaus	143	347	142	345
Sutter	541	570	536	575
Tehama	271	284	281	272
Trinity	487	397	503	357
Tulare	147	420	147	417
Tuolumne	887	1,121	907	1,106
Yolo	669	716	672	707
Yuba	989	992	999	976
Total	35,274	38,631	36,443	37,844

BOARD OF EDUCATION, 1867-'68.

CITY OF SAN FRANCISCO.

President, R. P. Hammond.

MEMBERS:

1st	District	E. H. Coe	Foot of Battery St., (Flint's Warehouse.)
2d	"	Thos. H. Holt	605 Montgomery Street.
3d	"	Wm. F. Hale, M.D.	520 Kearny Street.
4th	"	H. A. Cobb	327 Montgomery Street.
5th	"	Washington Ayer, M.D.	408 Kearny Street.
6th	"	J. R. Jarboe	Court Block, Merchant Street.
7th	"	J. F. Meagher	St. Mary's Cath., cor. Dupont and California
8th	"	R. P. Hammond	S.E. cor. Montgomery and Market Streets.
9th	"	A. W. Scott	S.W. cor. Stewart and Folsom Streets.
10th	"	A. K. Hawkins	Cor. First and Natoma Streets, (Gas Works.)
11th	"	P. B. Cornwall	Foot of Jackson Street, (No. 1, north side.)
12th	"	James A. Rogers	N.E. cor. Polk and Pacific Streets.
		James Denman	Supt. Public Schools. 22 City Hall.
		S. W. Doggett	Secretary Board of Education. 22 City Hall.
		Geo. Beanston	Ass't Sec'y Board of Education. 22 City Hall.
		Richard Ott	Ass't Sec'y Board of Education. 22 City Hall.
		James Duffy	Messenger 22 City Hall.

STANDING COMMITTEES:

On Nominations.—Messrs. Holt, Cobb, Cornwall, President, and Superintendent.
On Rules and Regulations.—Messrs. Meagher, Scott, and Hawkins.
On Classification.—Messrs. Cobb, Hale, and Ayer.
On High and Normal Schools.—Messrs. Ayer, Meagher, and Scott.
On Ancient and Modern Languages.—Messrs. Jarboe, Cobb, and Ayer.
On Text Books.—Messrs. Meagher, Hawkins, and Hale.
On School Houses and Sites.—Messrs. Rogers, Holt, and Coe.
On Evening Schools.—Messrs. Hawkins, Cornwall, and Hale.
On Furniture and Supplies.—Messrs. Hale, Coe, and Rogers.
On Salaries and Judiciary.—Messrs. Cornwall, Cobb, and Jarboe.
On Finance and Auditing.—Messrs. Scott, Ayer, and Meagher.
On Teachers' Institute.—Messrs. Cobb, Hale, and Hawkins.
On Printing.—Messrs. Coe, Rogers, and Scott.
On Grammar Schools.—Messrs. Ayer, Holt, Hale, Scott, Hawkins, and Cobb.
On Primary Schools.—Messrs. Meagher, Jarboe, Rogers, Coe, Cornwall, and Scott.

Change of Text-Books.—We have received several letters from teachers and school officers, asking if any change of text-books would probably be made by the new State Board of Education. One year ago, under the Revised School Law, the State Board adopted a State series, which, under the law, must be continued in use for three years more. The new State Board has no power to adopt a new series at present, unless the School Law should be amended. The disposition of the Senate seems to be to hold the present law intact. Quackenbos' Grammar and Warren's Intermediate Geography are subject to change, having been "continued" by the action of the State Board, instead of adopted for four years. As they are not generally held to be "partisan," there is no probability of an immediate change.

Average Length of Schools.—The average length of time during which public schools were maintained during the year is 7.2 months.

The school year ending June 30, 1866, was only ten months, in consequence of a change in the School Law, making the school year end in June instead of August.

The average length of schools in 1866, for the year of ten months, was 5.5, or in the ratio of 6.6 months for a full year. Last year, for the first time in the history of the State, all the schools were kept free to all pupils for a period of from three to five months, according to the number of the children and the taxable property in the district. It marks an epoch in the school history of the State. Had rate bills been levied, as before, during the entire year, the average length of the schools would doubtless have been increased. The death blow to rate bills has been given, and they will soon be among the things of the past.

Last year 21,200 attended schools which were kept open and entirely free, for nine and ten months in the year. Ten thousand more attended schools which were entirely free, but were kept open less than ten months. The number of schools maintained from three to six months, was 387; from six to nine months, 281; and from nine to ten months, including San Francisco, 208 schools of 60 children each, 422.

The following, among the larger counties, have maintained their schools for a high average of time: San Francisco, 10 months; Alameda, 8.6; Sacramento, 8.2; Santa Clara, 8; Santa Cruz, 7.7; Los Angeles, 8.5. Among the populous counties which have kept schools open for a low average time, are the following: Colusa, 3.1 months; Mendocino, 5.5; San Bernardino, 4.6; Stanislaus, 5; Yolo, 5.6; Siskiyou, 4.7; Lake, 4.5; Sonoma, 6.1. (*Swett's Biennial Report*, 1868.)

Education in Austria.—Two thousand teachers in Austria have petitioned the Government to free the public schools from the religious control of the Catholic clergy. The Catholic clergy in Austria are very loth to give up the education of the children, and have published a second address to the Emperor couched in the same terms as that of the Concordat. It claims "a right for the Church to have a position in national schools, so as not only to provide the people with a religious education, but also to take care that no tares should be sown with the wheat," and insists that "no one whose faith and conduct are not unimpeachable should be appointed a teacher, and that no book should be used in the schools that contains anything in opposition to eternal truth." Some people in this State propose to go back to the good old Austrian system. The common sense of the people will stand in the way of so old an "improvement" on our secular system.

Personal.—J. A. Louttit, Principal of the Brooklyn Grammar School, has resigned his position, to engage in the study of law in this city. Howell Powell succeeds him in the school. W. R. Scott has taken the San Leandro Grammar School. Thomas Biggs is teaching the Antelope district, near Red Bluff. Prof. L. P. Clarke is teaching the Wyandotte district, Butte County. E. S. Lippitt is teaching a private school at Petaluma. George Tait has resigned his position as Principal of the State Normal School.

ESTIMATED POPULATION.—We extract the following table from the last Biennial Report of the Superintendent of Public Instruction, of the estimated population of the cities and towns of California, based on the returns of the School Census.

Cities and Towns.	Children under 15.	Whole pop.	*Cities and Towns.*	Children under 15.	Whole pop.
San Francisco	34,710	115,700	Chico	381	1,270
Sacramento	3,898	12,993	Yreka	367	1,223
San José	2,017	6,723	Visalia	358	1,193
Los Angeles	1,794	5,983	Sutter Creek	358	1,193
Stockton	1,592	5,307	Oroville	345	1,150
Oakland	1,537	5,123	Woodland	338	1,126
Grass Valley	1,372	4,573	Hornitas	330	1,100
Marysville	1,261	4,203	Downieville	324	1,080
Santa Barbara	1,147	3,823	Murphy's	319	1,063
Nevada	1,123	3,743	Folsom	315	1,050
Petaluma	1,088	3,629	Redwood City	314	1,047
Vallejo	935	3,117	San Andreas	282	940
Santa Cruz	785	2,283	Jackson	275	917
Sonora	679	2,263	Ukiah	270	900
Placerville	652	2,180	Mokelumne Hill	267	890
Santa Clara	652	2,180	Shasta	262	873
Watsonville	635	2,117	Weaverville	245	816
Columbia	627	2,090	Crescent City	242	806
Monterey	561	1,870	Pacheco	242	806
Napa	539	1,797	Fairfield and Suisun	272	900
Brooklyn	507	1,690	Colfax	322	1,070
San Luis Obispo	499	1,660	Martinez	237	790
Copperopolis	496	1,650	Mariposa	252	840
Santa Rosa	494	1,647	Sonoma	307	1,020
Benicia	473	1,573	North San Juan	230	766
San Bernardino	460	1,533	Anaheim	266	888
Eureka	430	1,433	Colusa	219	730
Healdsburg	418	1,393	Susanville	154	500
Red Bluff	406	1,353	Georgetown	240	800
South San Juan	398	1,320	Auburn	223	740
Dutch Flat	392	1,300			
			Total	71,133	236,730

THAT DISCUSSION.—One evening last month, Hon. Zach. Montgomery and Prof. Knowlton held a discussion on the demerits and the merits of the American Public School System. According to the Hon. Zach. Montgomery's organ, the *Occidental and Vanguard*, the public school system was annihilated, and the Professor ignominiously routed. Montgomery was particularly bitter on "Bosting." According to his estimate, Sodom and Gomorrah were moral and well-behaved communities compared to that sink of iniquity, "the Hub." All this moral obliquity is owing to the public schools of the latter city. We trust our friends in the East will now mend their manners. Zach.'s friends express the opinion that he is crazy on the school question. Whether so or not, he reminds us of Don Quixote, in his famous fight with the wind-mills. Where are his petitions and his school bill?

"He who fights and runs away,
May live to fight another day."

Course of Study.—The Grammar Masters, High School Principals, and Sup't Denman, have held several meetings to consider the propriety of some improvements in the course of study in our Primary and Grammar Schools. Swett, Bolander, and Humphreys, were appointed a committee on Oral Instruction, and the course which we present in this number of the Teacher, is the report of the Chairman of that Committee, including the recommendations of the Committee on Arithmetic, so far as use of the text-books is concerned, consisting of Marks, Holmes, Bradley, and White, and the report of the Committee on text-books in Geography: Bradley, Bolander, and Marks. The details of the course, in some particulars, are the suggestions of the Chairman of the Committee on Oral Instruction, and have not yet been submitted to a meeting of the teachers for approval.

State School Report.—We acknowledge the receipt of the Second Biennial Report of the Superintendent of Public Instruction of the State of California for the school years 1866 and 1867. It is a medium-sized report of 300 pages, and its typographical appearance reflects credit on the office of the State Printer David Bond, the foreman of the office, to whose good taste and care the neat style of the report is mainly due, is dead—struck down in the full strength of manhood. As most of the readers of the Teacher will be furnished with a copy of the report, it needs no comment from us.

Examination Schedule.—We publish in this number a schedule concerning the annual City Examinations, presented at a meeting of the Grammar Masters and Superintendent Denman, by a committee consisting of Swett, Marks and Stratton. The report of the committee was adopted with a few amendments, which are included in the report as published. This report is to be submitted to the proper Committee of the Board of Education, with the request that it be adopted by the Board.

The Sunday School Teacher (Vol. 3, No. 1) for January appeared in due time, bearing a new and beautiful cover, and richly freighted with the best thoughts of the best minds upon the various themes connected with Sunday Schools. Every teacher in every Sunday School ought to have this valuable monthly. Chicago: Adams, Blackmer & Lyon. $1.50.

New Books.—We have received the following new books:

The Uncommercial Traveler, and Additional Christmas Stories. By Charles Dickens. With original illustrations by S. Eytinge, Jr. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 382.

The closing volume of the Diamond Dickens comprises various short stories from the pen of Mr. Dickens, which are now collected in book form for the first time. There are twenty-eight chapters under the general heading, "The Uncommercial Traveler," eight "Additional Christmas Stories," and the volume closes with a new feature long needed—nearly one hundred pages devoted to the "Characters Introduced and Principal Incidents in the Works of Charles Dickens." In completeness, in beauty of illustration, and in general convenience, we pronounce this edition of Dickens the best for the money that can be found in existence.

FAUST. By Goethe. From the German, by John Auster, LL.D. Leipzig: Bernard Tauchnitz. New York: Leypoldt & Holt. San Francisco: H. H. Bancroft & Co. pp. 295.

This is one of the oldest English translations of the great poet, and would seem to have been adopted by the Leipzig publishers as a standard one. We have read it with great interest, and regard it as possessing peculiar merit. Indeed every translation of the great original seems to possess an interest of its own. We cannot have too many of them. This edition is issued in beautiful style, and should be sought by the literary public on this coast.

[NOTE.—We have received from Messrs. Leypoldt & Holt, of New York, through Messrs. H. H. Bancroft & Co., of this city, a large collection of text-books in German and French, which we placed in the hands of a prominent teacher of the city, whose competency for reading them is unquestionable. We presume that his numerous engagements have not permitted him as yet to do justice to the works, but we shall expect next month to hear from him in full.]

ITALIAN JOURNEYS. By W. D. Howells. New York: Hurd & Houghton. San Francisco: H. H. Bancroft & Co. pp. 320.

Persons who have followed our advice as to reading the "Venetian Life," by Mr. Howells, will require no stimulus beyond the memory of the quiet pleasure that happy volume gave to send them on the Italian Journeys with this excellent companion. We have the same quiet humor, the same self-possessed spirit, the same open eye, and so we wander on under Italian skies, and look placidly upon Italian scenes until the book closes, and we start up, under the same skies —for California yields not to Italy on the sky question—but with surroundings thousands, thousands of miles away from Italy.

UNDINE, AND OTHER TALES. By De La Motte Fouque. Translated by F. E. Bunnett. Leipzig: Bernard Tauchnitz. New York: Leypoldt & Holt. San Francisco: H. H. Bancroft & Co. pp. 361.

Fairy tales, not so much for the young folks only as for those who have gone on in living. Undine, who so longed to possess a soul, is a strange tale that once read will hardly be forgotten. The fancy is so quaint, the story so simple, the prize she sought so valued, that it seems to us the world is a better world to be in than it seemed before. "The Two Captains" and "Aslanga's Knight" in this volume are not as striking, but "Sintram and his Companions," with which the book closes, is worthy of a place by "Undine."

THE DIARY OF A MILLINER. By Belle Otis. New York: Hurd & Houghton. San Francisco: H. H. Bancroft & Co. pp. 200.

We have enjoyed glancing over this book, and we believe our lady friends will be profited by a more careful reading than we have had time to give. Milliners have souls as well as customers. We commend to the customers especially this book, and if some milliners would find time to read it the aggregate of comfort in the world would probably not be lessened thereby.

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THE

CALIFORNIA TEACHER.

APRIL, 1868.

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[For the California Teacher.]

THE TRUE TEACHER.

Dr. Arnold says: "You need not think that your own reading will have no object, because you are engaged with young scholars. Every improvement of your own powers and knowledge tells immediately upon them; and indeed, I hold that a man is fit to teach only so long as he is himself learning daily. If the mind becomes stagnant, it can give no fresh draught to another mind. It is like drinking out of a pool instead of from a spring."

It is often said that the occupation of teaching *belittles* a man, and it is a current notion that it unfits him for any other pursuit. It is not true of a teacher who has a soul, or any element of living scholarship in him; for, exhausting to the nervous force as the occupation is, his leisure hours, used aright, will make him rich in the elements of a generous culture.

The true teacher needs a heart and a soul quite as much as a brain; warmth more than brilliance; common sense more than wit; knowledge of men more than knowledge of books. He works, not in the retirement of the closet, but in living communion with impressible minds and hearts.

Mere learning often passes current for education. True scholarship does not consist in devouring books as an ox eats grass, for the world is full of Pharaoh's lean kine, who feed on the grandest

thoughts of others without ever growing the fatter. No education deserves the name of scholarship, unless it gives the power to originate and to apply thought. A man may be barnacled all over with accumulated facts and second-hand ideas, and yet lack the first element of scholarship.

Any man with his intellectual and spiritual nature well developed and in good working condition, is a scholar, whether *in* the schools or *out* of them.

All that one of the greatest scholars the world ever produced says on the subject, is strictly true.

"The lot of the scholar working amidst his books," says Niebuhr, "is a wearisome one. He is ever treading on the brink of pedantry, a yawning chasm, in which, if we were laughing on the subject, we might say he would be buried in dust and dead leaves, if he made a false step. He has to extract honey from wormwood. He must constantly keep his mind on the stretch; can only succeed by slow degrees in his task of self-culture, and measures everything by an ideal standard, which he is often unable to attain from the poverty of his materials — still oftener from his want of talent. Sciences which are built entirely on speculation, such as philosophy and mathematics, are free from this disadvantage: and all occupation with them refreshes and quickens the mental powers, when one has fairly got into their spirit. Neither are those liable to get depressed by their studies who collect and compare, often without the least philosophy, single interesting things, such as natural objects. But he who studies grammar, and rhetoric, and style, seeks and deduces rules and laws, or learns those that others have found: which are, indeed, important to him, as regards the refinement of his taste, and perhaps something higher, but which are so dry, taken singly—for the most part, so unimportant—that he must constantly stimulate his ardor, and keep his affections in play, or he will be in danger of either relaxing his exertions, or acquiring a mechanical pleasure in mere words.

"We moderns are obliged to make a special class of learned men, and in consequence, we lose sight of the world, of active life, of the best part of ourselves, of reality: and cling to book-knowledge alone. A few escape this fate, to whom their kind genius has given the good fortune and the energy to separate the kernel from the

shell, in spite of all difficulties, and to keep their hearts warm and active. On all sides there abound crude doctrines, patch-work theories, assertions on authority."

If such be the case with scholars, how much more so with the great mass of society, whose culture is necessarily, from its limitation, so deficient and disproportioned! How important that they should have their culture and training so directed that all which they *do* learn, should be so sound and exact in itself, and fitted to act on the intellect as a salutary and invigorating regimen.

How doubly important that the teacher should develop his powers by a true course of self-culture, before he attempts to open the inner world of conscious intellectual being, and all its profound and abstruse relations — its discriminating judgments, its definitions of its own actions and processes, its critical penetration and vital distinctions, its reflective depths of reason, its sure deductions, its recognition of cause and effect, its conceptions of power, its inference of Deity.

The unconscious tuition of character, which is the result of thought, on inward growth, not on outward accretion, teaches more effectively than all direct formulas, didactic instruction, or set tasks.

As the earth, wheeling in its orbit, holds every grain of sand on the sea-shore, every mote of dust floating in the sunbeam, every snow-flake on the mountain, every invisible atom of air, obedient to the silent and unseen power of gravity, so the silent forces of a teacher's character hold the minds revolving in the small sphere of the school-room; and the more solid the character, the stronger the gravitating power. S.

IS THIS TRUE?

Every day when we come down town, we meet children going to school with their arms full of books. In the afternoon, we meet them going home from school with the same load. These books they are to study at their own homes. After dinner they are to sit down, and work away at fractions, or French exercises, grammar or geometry; something to worry their weary brains with, till

it is time for them to go to bed. There they are to think of what they have been studying; and when they rise in the morning, the lessons must be looked over, and kept in mind till they are recited in school.

This is all wrong. We have a society to prevent cruelty to animals, and we wish Mr. Berg would attend to this matter. Is not a child of more value than many turtles? If the society is justly exercised over the condition of distressed calves, has it not bowels of mercies for the poor rich children of the fashionable seminaries, and institutes, and schools for young ladies up town? No child ought to be allowed to study one moment out of school hours. These hours may include three in the forenoon and three in the afternoon, though five in a day are better than six. All the rest of the twenty-four hours should be given to exercise, recreation, sleep, and social duties and pleasures. The child is an animal, not a machine, not a block or a stone. Its nervous organization is delicate, easily deranged, and in school days peculiarly sensitive and exposed to injury. Parents do not think of it, and teachers do not regard it, but the neglect is cruel and wicked, and the child suffers a sad penalty for the sins of others.

In very many cases, parents who have to work for a living have to spend hours of valuable time in aiding their little ones to "get their lessons." Many children have to work when they get home, in order to help their parents through with their work, and having to get their lessons besides, the hardship of their position is apparent; and in the struggle to get along, health is often lost, and a lifetime of suffering is the result. The remedies proposed for some of these enormities are:

First, no child under fifteen years of age ought to be kept in school over four hours in any twenty-four.

Second, no child under fifteen years of age should be allowed to take any book out of the school-room.

Third, no examinations ought to be allowed for any purpose, or on any pretext whatever.

Fourth, all promotions and all diplomas should be given on the basis of general good conduct and efficiency.

Fifth, no man ought to be accessible to the office of school management, unless he has actually taught school seven years.

This thing of school examinations is an absurdity, a farce and a sham: they are not intended for the benefit of the scholar, but the glorification of the teacher. A scholar who passes an examination is not a whit better scholar an hour after than he was the hour before; and a competent teacher ought to know as well before an examination as after, whether a scholar should pass or not.

It is well known that many a scholar passes by a trick, or by a mere feat of memory, or sheer impudence; while a conscientious child, better qualified, fails to pass from diffidence or want of memory.

The great idea in school teaching should be to make the study agreeable: this alone would show the capability and genius of the teacher.

The second important point is, to master first principles; in other words, to be thorough, thorough, thorough. A child should not be allowed to make a single advance in any study until what has gone before has been wholly understood and made level to the capacity of the child. It is the neglect of these two things on the part of the teacher which has driven multitudes of children from school, and caused a failure of an education which might have made them successful men and women; and instead of that, they have "run off," have gone to sea, or have made of themselves common vagabonds. Make learning pleasurable, be thorough: this is the way to make children love study and to make good scholars, the world over; and in all ages and nations, and without these, the school house will be a purgatory, and education a hateful thing. Four hours in school, four hours in the fields every day, rain or shine: these are first things.—*Hall's Journal of Health.*

GOVERNOR LOW ON COMMON SCHOOLS.

As common schools lie at the very foundation of a Republican Government, their maintenance and care should be found among the first in importance of the varied duties of the representatives of the people. The Report of the Superintendent of Public Instruction now transmitted to you, is a document worthy of a careful

perusal. The statistical information contained in this report is valuable, and his suggestions and recommendations deserving your consideration. From his statistics I gather the following:

The whole number of children in the State between the ages of five and fifteen years, is 94,213; of which number 92,273 are white, 700 negro, and 1,231 are Indians. No Indian children are enumerated except those under the guardianship of white persons. There are in the State, according to this census, 55,093 children under five years of age; which makes the total number under fifteen years, 149,306. Of the number entitled to the privileges of schools, 54,726 have during the present year been in attendance upon the public schools, 14,026 have attended private schools, and 21,411 have attended no school. There are 1,083 schools, maintained on an average over seven months in the year, in which 1,389 teachers are employed. The number of school-houses in the State is 616; of which number 106 have been erected in the year 1867. During the present year, $1,163,348.81 have been expended for the maintenance of schools; of which sum $696,110.28 were paid for teachers' salaries, and $238,070.64 were expended in the purchase of sites, erection of school-houses, repairs, etc.

During the four years just passed, the advancement in the cause of education in California has been exceedingly gratifying. The increase in the number attending public schools now, over those who attended in 1863, exceeds 25,000, a gain of eighty-six per cent. in four years. Five thousand have been added to the private schools, a gain of fifty-three per cent. The number attending no school, is only 1,000 more now than then, a gain of scarcely six per cent. It is to be hoped that future years will mark a notable decrease in the number last named. During my term of office, the number of schools have been increased 229, employing 470 additional teachers, and the schools have been kept open an average of two additional months each year.

The total expenditures in 1863 were $483,407.49, against $1,163,348.81 in 1867, a gain of 140 per cent. For these satisfactory results, we are greatly indebted to the zeal and well directed efforts of the State Superintendent of Public Instruction, and to the wise legislation that has of late years marked our public councils. Let us hope that the progress already made in this great

cause, will receive an additional impetus from those to whose care it will be confided, to the end that we may not be called upon to deplore any backward step.

The School Law now on our statute book is believed to be well adapted to the wants of the State, and I trust that no attempt to repeal or modify it in any essential particular will be made; or if made, that it will be unsuccessful. Schemes have been projected, which may again be renewed, to destroy practically the excellent system of education which has attained so vigorous a growth in so short a time, and upon its ruins to build up a new system based upon sectarian beliefs and religious bigotries. The common school system, having for its object the education of the children of the State, in all branches that pertain to the practical affairs of life, and, while inculcating in the minds of the pupils the highest morality, leaving them at liberty to embrace and enjoy any religious belief which may be preferred, has stood the test of experience in the older States, since the formation of the Government. It is too well grounded in the hearts and affections of the people to be lightly considered, or tampered with by any legislative body claiming to represent the people.

On the first day of November, there were in the State Treasury, bonds of the State amounting to $742,000 to the credit of the School Fund, yielding an annual revenue of $51,940; this fund has been increased $20,000 since the report of the Treasurer was made. The public lands donated to the State for school purposes, will, when disposed of, create an endowment for education worthy of the liberal and enlightened age in which we live. To you the people look to jealously guard and wisely administer this legacy.—*Gov. Low's Biennial Message*, 1868.

Salaries of Teachers.—The salaries paid to our teachers, as I have already stated, are higher on the average than any other city, save perhaps Boston and St. Louis, yet they should be still further increased.

We cannot, with $2,000 a year, obtain the services of the very best talent, because men of marked ability can always earn more in business or in other professions. The ablest clergymen in the country receive salaries of from $4,000 to $8,000 a year; the most

successful lawyers return incomes of from $5,000 to $10,000, and the best physicians earn not less than $5,000 a year in the practice of these professions, and some much more than this. Should we expect to obtain the highest order of men as principals of our schools, with a yearly compensation of only $2,000? A man with a family can barely live in this city on that salary; he certainly can lay up little against the evil day when ill health may come, or when, grown old in the service, and obliged to yield to younger men, he retires from the work to which his life has been devoted.

The highest salary paid to female teachers in the graded schools, save to Head Assistants, is seven hundred dollars. Many of these teachers fill their positions as satisfactorily as any men could, and some of them better. There are few, to be sure, who are the immediate heads of families dependent upon them for support, but there are not a few who have widowed mothers and bed-ridden fathers, or helpless little brothers and sisters, who lean upon them, and whose sole support they are. And we must remember that these teachers must always dress well to present themselves before their pupils; must live in the neighborhood of the schools, often an expensive one to live in; and will have little strength, if they have time, to do other work besides the business of school teaching.

If we should double the salary of those who are thoroughly competent and deserve it, we should do no more than justice.—*Chicago School Report of* 1867.

Our Grammar Schools.—*Why do they not furnish more and better Material to our High Schools?*—A Lecture read before the Massachusetts Teachers' Association at Springfield, October 19, 1867. By Henry F. Harrington, Superintendent of Public Schools, New Bedford, Massachusetts. (Boston: Crosby & Ainsworth.)—This is a bold, and we do not hesitate to say, a much-needed criticism of the stupid and stultifying routine pursued in New England public grammar schools. It is so outspoken in its criticisms that it is not perhaps surprising that it was received with little favor by the schoolmasters assembled at Springfield; yet this is only additional evidence to show that such criticism is needed. Men of every profession get fixed in old ways, and hate to be disturbed. It is only by pressure from without that much-needed reforms can be accomplished.

We do not know why it is that while the American people are so lavish of expenditure on their schools, they are so careless of what goes on within them. They will not tolerate old machinery in a cotton mill an hour, if better has been invented; but they will let the course of study of their schools fall behind the demands of the age a whole generation, content with seeing that they are well housed in costly and stately buildings. We do not hesitate to say that a reform in the course of study and methods of teaching of our ordinary grammar schools is entirely feasible, which would increase their efficiency at least a hundred per cent.; and in this pamphlet the New Bedford superintendent has indicated the general character of the change which ought to be effected. He points out the narrowing effect of the study of the barren abstractions of grammar and arithmetic, begun long before the child is mentally capable of really grasping such subjects, and continued to the almost entire exclusion of those objective studies and that more natural concrete study, language, which should precede them in any course based upon a rational psychology. And he shows how the pedantic standards set up by the examinations required in passing from one grade of schools to another rob the higher schools of half their value. He might well have included in his criticism the entrance examination to our principal colleges; for nothing can well be conceived more at variance with the whole spirit and tendency of the times than the stupefying cram in Greek and Latin grammars which, to the exclusion of all modern science, is the appointed method of admission to the privileges of Harvard and Yale.

We hope that Mr. Harrington's energetic pamphlet will have the effect of drawing attention to these important subjects. The teaching profession is just now in a transition state. Heretofore, almost any other occupation and profession has had greater attractions for men of ability than the schoolmaster's calling. The consequence is, that the teaching of the young has fallen very much into the hands of women. This would be no misfortune, if women received a proper training and education for the work. We believe that in the future a large part of the elementary training of children will remain in female hands; only women will be far better prepared then than now for their difficult task. Yet we think there will be a field for masculine talent of a much higher order than most of that

which is now engaged in the work when the arrangements and course of the study of our schools shall be brought more nearly into accordance with the demands of the times. There is no reason why the teaching of the young should be looked upon as a dry and wearing drudgery. It is capable of being elevated into a liberal profession, with even less of mechanical drudgery appertaining to it than belongs to the professions now reckoned liberal. But it must be undertaken in a very different spirit and with very different aims, and by a different class of minds, from those which are now attracted to it.

It is a far more delicate and difficult task to base a course of study suited to the development of the youthful mind upon a rational psychology than to build the biggest brick school-house and furnish it with the very latest school furniture. Our progress in the latter task has therefore been far greater than in the former. But this cannot much longer be postponed if our schools are not to fall into discredit and contempt; and we cannot help thinking that the modern spirit of scientific inquiry will penetrate our schools and reörganize the course of study pursued there into a shape more consonant with the wants of these modern times. When that change has once taken place, it will be safe to predict that the apathy which exists in regard to our public school system will disappear. The people will take a far greater interest in schools which produce real fruit, and the business of conducting them will begin to be attractive to some of the best minds in the community.

Mr. Harrington's pamphlet deals with some of the subjects which need investigation, and we hope it will fall into the hands of many thoughtful friends of educational progress.—*The Nation.*

Furnishing of Text Books by the City.—We claim to give to all the children of our city FREE public instruction, and we speak proudly of our system of FREE schools. Yet this claim is not strictly an honest one. To be sure, we make no charge to the pupil for mere tuition, but we compel an expenditure for the means to secure this tuition that is in no manner light. By our rules no child can attend our schools without providing himself with all the text books to be used, to say nothing of the slates, pencils, paper, etc., which make something of an item in the course of a year. It

is true we have a small charity fund for those who furnish evidence of their poverty, and this is enough to prevent its general usefulness, even if the fund were sufficient.

There are very many fathers and mothers in this city struggling along on slender resources against the burdensome expense of furnishing mere food, clothing, and shelter for their little ones, who appreciate the value of education, and are determined that their children shall have it. Such feel the burden of this cost of books very grievously. I have myself known painful instances of sacrifice and deprivation on the part of parents, that their children might not lack these means of attending school.

But there is a remedy for this. The city of New York furnishes FREE to every child in its public schools, all the books, pencils, slates, paper, and even the cloth, needle and thread with which the girls are taught to sew. Philadelphia does the same, with the exception of the sewing materials. Every year they advertise for proposals for furnishing the city all books and supplies that will be required in the next twelve months. And these are furnished to the city not merely at wholesale prices, but at figures considerably below wholesale prices. The total last year in the city of Philadelphia for the books, stationery, and supplies used by 75,000 pupils was only $68,000, or an average of but ninety cents to each pupil. In this city, with less than one-fourth the same number of school children, the total annual expense, using the same ratio, would not be more than $17,000. On the mere ground of economy, this plan would seem to commend itself.

Already it is awakening much inquiry in other cities, and the plans are being frequently consulted with reference to introduction elsewhere. These are not the only cities in which the plan is in operation, but I speak of them particularly because they are the largest cities, and because I have taken much pains to examine the practical working of the system in them.

Prominent among the advantages of such a course would be the guarantee against frequent changes of text books, except in cases where such changes seem absolutely necessary; and in cases of change, the matter can be more easily adjusted, without injury to parents, who, under our present system, are often greatly annoyed.

I heartily urge upon the Board the consideration of this subject. —*Chicago School Report*, 1867.

Resident Editors' Department.

STATE CERTIFICATES.—It has been charged in various places during the past six months, by some persons who will understand this paragraph, that ex-Superintendent Swett, and the ex-Board of Examination, granted certificates to a large number of teachers without examination, and more particularly to Miss Barr, assistant teacher in the Girls' High School. This is the same charge that was made, editorially, by the *Examiner* a few days previous to the last election. The "reliable informant" of the *Examiner* willfully and maliciously lied. The facts are, that Miss Barr applied to the State Board and the Superintendent for a State Diploma, on the ground of being the holder of a College Diploma of some institution in Ohio; and the Superintendent and Board refused to grant one because the State Law authorized them to issue, without examination, only to holders of State Normal School Diplomas. She was elected to her position in the High School, and held the place six months, without any legal certificate; but this was the fault of the City Board of Education, not of Superintendent Swett or the State Board. The State Board issued State certificates to certain teachers of this city, holders of City certificates for many years, of a corresponding grade; for their examinations were on record in the office of the Board of Education, and the law authorized such action. The State Board issued one certificate only, without examination, to a lady—Miss Jenny Forbes—who was the holder of a Seminary Diploma; and this was done because the lady expected to go into the country to teach, in Mendocino County, to a district from which she would have to travel forty miles over the mountains to the county seat to secure an examination. It was a stretch of the law which ought not to have been made; but the case was one which seemed to warrant an exception to ordinary rules. A State Diploma was issued, without examination, to Dr. Lucky, now Principal of the Lincoln School, because the various positions he had filled for thirty years past were the best evidences of his qualifications. The greatest caution was exercised by the Board in issuing certificates on County examinations; and, with the exceptions named above, none were issued without examination, Mr. Bragg to the contrary notwithstanding. The State law requires a written examination in certain studies, either in county or State examinations, and any certificate issued by the State Board, without examination, except to the holders of Normal School Diplomas, or of State Diplomas of other States, is *null and void*, and need not be recognized by County Superintendents. We call the attention of the members of the new State Board of Examination to the fact.

SAN FRANCISCO SCHOOLS.

Summary of the Reports of the City Schools for Four Weeks, ending Friday, February 21st, 1868.

SUMMARY.	Whole Number of boys enrolled on the Register.	Whole Number of girls enrolled on the Register.	Total No. enrolled.	Average Number belonging.	Average daily attendance.	Percentage attend'ce on av. No belong'g.	No. new pupils enter'd who have not before attended City Public Sch'ls during year.	No. rec'd by transfers from other Schools.	No. Pupils re-entered.	No. transferred	No. left.
High Schools.....	105	105	210	178.3	176.2	.988	1	32	1	0	2
Grammar Schools..	1,644	1,758	3,402	3,200.8	3,063.2	.956	27	23	91	17	159
Primary Schools...	5,360	4,696	10,056	9,267.5	8,671.0	.935	277	148	457	159	498
Mixed Schools.....	500	112	612	508.2	379 9	.747	108	0	33	2	32
Grand Totals...	7,609	6,671	14,280	13,154.8	12,290 3	.934	413	203	582	178	691

TABLE—*continued.*

	No. registered for admission.	Total No. expelled.	Total No. promotions.	Total No. instances of truancy.	*Teachers' Attend'ce.* No. days absent.	No. times tardy.	Time lost by tardiness.	Time lost by absence during sch'l hours.	*Record of Visits.* No. visits to parents made by teachers.	No. visits made by School Directors.	No. of visits by Sup't.	No. school visits made by other persons.
							h. m.	h m				
High Schools.....	0	0	0	0	4	0	0	2	20	4	2	26
Grammar Schools..	5	9	4	29	10	47	6 9	4 16	177	82	48	420
Primary Schools...	153	16	73	64	51½	144	16 40	10 29	229	88	49	639
Mixed Schools	12	2	0	0	⅔	1	15	0	1	9	1	22
Grand Totals...	170	27	77	93	66	192	23 4	16 39	427	183	100	1,107

San Bernardino.—The editor of the *San Bernardino Guardian* has been troubled of late about the School Law and the "partisan text-books" used in the schools. By reference to the Biennial Report of the State Superintendent, we find that thirty-six per cent. of the children of that county *attend no school whatever*, and are without text-books of any kind. Would it not be well for the *Guardian* to stimulate the cause of education a little at home! Again, the refined taste of the editor of the *Guardian* is shocked by the immoral verses in Saxe's Poems; now Saxe's Poems, and the identical one which he characterizes as "obscene," are found in the standard works on elocution all over the United States. San Bernardino has the meanest public school-house in the State, and a weekly paper of hypercritical literary taste.

Take Notice.—We call the particular attention of teachers throughout the State to Guyot's Intermediate Geography, recently published. It ought to be adopted in the State Series of this State, and undoubtedly will be when the teachers are sufficiently acquainted with it to demand it. It ought to be on the desk of every teacher.

AMENDMENT TO THE SCHOOL LAW.

Senator Shaw's bill for amending the section of the School Law relating to the tax for building school-houses, as recommended in the Biennial Report of the Superintendent of Public Instruction, passed the Senate January 27th. We quote the action on the bill as reported in the *Sacramento Union*:

Senate Bill No. 20.—An Act to provide for a system of Common Schools, approved March 24th, 1866, came up on its last stage, the question being on its passage.

Mr. Mandeville said it was evident, from the discussions heretofore and the votes on the bill, that the Senate was in favor of its passage. He did not rise, therefore, to speak on the merits of the bill, but simply to demand the ayes and noes.

Messrs. Rose and Murphy also demanded the ayes and noes.

Mr. Hager said the author of the bill (Mr. Shaw) was not present, and moved that it be placed at the top of the file for Wednesday.

Mr. Robinson said there were no more speeches to be made on it. The question was well understood by everybody, and they would only have to vote upon it.

[Mr. Mandeville in the chair.]

Mr. Pearce opposed the passage of the bill on the ground that there was no provision made in it for the disposition of any excess of taxes which might be raised for the erection of school-houses; and stated that he knew of cases where collectors had kept back from $600 to $700, because nobody had the authority to take it away from them.

Mr. Roberts said there had been no complaint of that kind made, and if the Senator had any objections of his own to make, let him examine the law, get his objections into shape, and propose the amendments on his own motion.

Mr. Robinson said the opposition of the Senator from Sonoma (Mr. Pearce) was based upon his objections to the entire present system.

The bill was passed by the following vote:

Ayes—Banning, Beach, Belden, Bradley, Chappell, Conn, Green, Hager, Hardy, Heacock, Johnson, Kincaid, Mizner, Murch, Perley, Roberts, Robinson, Teegarden, Tubbs, Tweed, Wadsworth, Wolcott—22.

Noes—Ewer, Lawrence, Lewis, Mandeville, McDougall, Murphy, Pearce, Pendegast, Rose, Saunders—10.

The Assembly Committee on Education—Green, Chairman—reported an amendment to the bill, reducing the maximum tax for school-houses from one dollar to seventy-five cents, and for school purposes from fifty cents to thirty-five cents.

The bill came up in the Assembly February 11th.

The House took up, as the special order, Senate Bill No. 20—An Act to amend an Act to provide for a system of Common Schools, approved March 24th, 1866.

[Mr. Batchelder in the chair.]

The bill was read by sections. It amends Sec. 98, so as to provide that the Trustees of a school district may order a special election in the district on the

question of levying a special tax for building school-houses, etc., not exceeding $1 on each $100, for building purposes, and fifty cents for school purposes.

An amendment recommended by the Committee on Education, reducing the maximum to seventy cents for building purposes and fifty cents for school purposes, was adopted.

Mr. Westmoreland offered an amendment, leaving it discretionary with the Trustees to advertise school elections in the newspapers or not. Lost. Ayes, 16; noes, 26.

Mr. Green offered the following as an amendment:

"Provided, That no person shall vote upon a proposition to levy a direct tax unless he be a property tax payer within the district."

Mr. Coggins opposed the amendment as utterly at variance with the spirit of our school system. The education of the children of the State was of higher importance than the mere protection of property. If the principle involved in the amendment was carried out further, leaving the owners of property alone to say whether they would be taxed or not, the school system would have to be abandoned. Men who had property could educate their own children, and they were constantly complaining that it was unjust to tax their property for the education of others. Those who had no property constituted the very class who were designed by our system to be educated in the public schools.

Mr. Rollins objected further to the amendment that for a certain purpose it established a property qualification relative to voting. It was bad in principle, and would operate badly.

Mr. Days moved to amend Mr. Green's amendment by adding to it, "Or parents or guardians of children attending the public schools."

Mr. Green accepted the amendment.

Mr. Days said he was satisfied that the amendment, as now modified, would be a good one. In his own county he had seen school elections where men had been brought out of grog shops, and sold their votes for a glass of beer, taking no interest whatever in the questions on which they were voting.

Mr. Warfield said he was opposed to excluding any legal voter. The object of our school system was to make the rich contribute towards educating the children of the poor, and he thought that was a very correct principle.

Mr. Meagher said the schools were provided for generally under the present general school law; but when the question was upon raising an additional school tax in any district, he saw no impropriety in leaving it to the tax payers and parents of children.

Mr. White opposed the amendment, as aiming a blow at our school system. There was no property qualification required for voting in respect to roads, etc., and why should they discriminate in respect to schools?

Mr. Green said there was no one more devoted to the welfare of the public schools than he was, but he thought this amendment was very essential. He had heard men say at school elections that they would make so and so "shell out," or that they were going to "sock it" to somebody. They did not care for the interests of the schools, but would vote for a tax to revenge some petty quarrel, and it was unjust to give such men power to show their spite.

Mr. Brown, of Contra Costa, favored the amendment. In agricultural districts especially it often happened that three or four persons paid almost all the school tax; and this amendment would prevent rich men from employing a number of transient persons just before election, so as to get them to vote down the school tax. It was only fair to leave the matter of school taxes to tax payers and the parents and guardians of children.

Mr. Lupton said he wanted to ask Mr. Brown a question. Was he in favor of allowing women to vote?

Mr. Brown said, Yes; he was in favor of allowing a widow woman who had the care of her children, to vote upon such a question as that of levying a school tax. There was no good reason under heaven why a woman so situated should not participate in the selection of school trustees. He was in favor of allowing them all to vote, and none but those who were interested in keeping up the schools should vote on that question.

Mr. Rollins said he had no doubt that gentlemen who favored this amendment were friends of the Public Schools; but in Nevada County, if only moneyed men were allowed to vote upon the question of school taxes, they would be in a bad way. The free schools belonged to all the people of the State, irrespective of wealth or station, and it was only just and proper that all the people should vote with reference to school appropriations.

Mr. White called attention to the language of the present school law, and said he was inexpressibly shocked to find the gentleman from Colusa (Mr. Green) giving countenance to a proposition to give the right of suffrage not only to women but also to Chinamen and negroes.

Here (at one o'clock) the House took a recess for one hour.

AFTERNOON SESSION.

The Speaker called the House to order at 2 o'clock. The roll was called, and a quorum was reported as present.

Leave of absence was granted indefinitely to Mr. Cureton, on account of sickness.

THE SCHOOL BILL.

The House resumed consideration of the special order, Senate Bill No. 20—An Act to amend an Act to provide for a system of Common Schools.

[Mr. Batchelder in the chair.]

Mr. White read Section 98 of the School Act of 1866, and the provision of that Act for admitting colored children into the public schools under certain circumstances. Under the amendment proposed by Mr. Green, now pending, the parents or guardians of Indian, Negro or Chinese children would be allowed to vote, while at the same time a large class of men would be excluded from the polls, embracing quite as many Democrats as men of other parties, who had not the prescribed property qualification.

Mr. Martin read from the Constitution of the State of California prescribing the qualifications of electors, and said he supposed that would settle the question of the propriety of this amendment.

The ayes and noes were demanded, and the amendment was lost by the following vote:

Ayes—Angney, Batchelder, Batttelle, Biggs, Brown of Contra Costa, Brown of Tulare, Buckbee, Church, Clark, Comte, Crigler, Davies, Days, Dwinelle, Ellis, Farish, Green, Hayes, Mace, Meagher, Moore, Ord, Rector—23.

Noes—Bird, Coggins, Connely, Downer, Fairchild, Gildea, Giltner, Gregory, Jones, Kelley, Lupton, Mahon, Martin, Mentzell, Middleton, Morrow, Newell Papy, Pardee, Rollins, Smith, Spillman, Waldron, Westmoreland, White, Wil lets—26.

Mr. Connely offered an amendment to except San Francisco from the provisions of this Act, but after some explanation withdrew the amendment, San Francisco not being at all affected by this amendatory Act.

The bill was read a third time and the ayes and noes demanded on its passage.

Mr. Westmoreland explained the object of the bill. Under the present law the Trustees could levy an additional school tax amounting to fifty cents on each one hundred dollars, and this bill authorized the voters of any school district to tax themselves not exceeding twice that amount if they desired to do so, or any less amount.

Mr. Ryland opposed the bill. There were gentlemen, he said, demagogues enough to carry through any proposition to tax their neighbors. They had got along well enough under the present law, and there ought to be some limit to the power of men to vote taxes upon their neighbors. A proposition to build a school house would ordinarily be carried by the aid of men who expected the building contract or to furnish lumber, while their neighbors were paying little or no attention to the subject. He had been complied to aid in building school houses when he had no vote in the district where he was taxed. The people were already groaning under the heavy burden of taxation, and he hoped this House would not consent to allow an increase of that burden.

Mr. Days said in his school district he had no doubt that a proposition to raise this additional school tax would be voted down, but in Nevada City nine-tenths of the tax payers were in favor of it, and unless this bill passed they would ask for special leglslation.

Mr. Meagher said he believed that the people of Inyo did not want this law. They were already bearing a heavy load of taxation, and he had not seen a single petition asking an increase of taxation. Besides, it would be dangerous to give demagogues the power to saddle a tax upon other people.

The bill passed by the following vote :

Ayes—Angney, Ayer, Batchelder, Battelle, Brown of Contra Costa, Church, Coggins, Comte, Davies, Days, Dornin, Downer, Gildea, Giltner, Green, Hayes, Jones, Mahon, Martin, Moore, Morrow, Newell, O'Malley, Rollins, Smith, Waldron, Westmoreland, White—28.

Noes—Biggs, Bird, Brown of Tulare, Buckbee, Connely, Crigler, Dwinelle, Ellis, Fairchild, Farish, Gregory, Kelley, Lupton, Mace, Meagher, Mentzell, Middleton, Ord, Papy, Pardee, Rector, Spencer, Mr. Speaker—23.

Mr. Moore, having changed his vote to the affirmative for the purpose, gave notice of a motion to reconsider.

RECONSIDERED.

The following day the reconsideration was carried by a small majority, and the bill was referred to the Committee on Education. The Committee at a later day reported back the bill without amendment, and it passed by a small majority.

It is surprising that any legislator of ordinary intelligence, unless hostile to any system of public schools, could be found voting against a provision allowing the people to vote to tax themselves to build school houses. We put the members on record.

Senate Bill No. 20.—An Act to amend an Act to provide for a system of Common Schools, approved March 24th, 1866—was opposed by Mr. Warfield as involving too much expense for county school districts.

The bill was passed by the following vote:

Ayes—Angney, Ayer, Batchelder, Battelle, Bever, Buckbee, Church, Coggins, Comte, Days, Dornin, Downer, Dyer, Fairchild, Green, James, Jones, Lee, Martin, McElhany, Morrow, Oliver, Pardee, Rollins, Smith, Spencer, Tuttle, Waldron, Wand, Westmoreland, White, Wolleb—32.

Noes—Brown of Tulare, Clark, Connely, Crigler, Dwinelle, Ellis, Farrish, Giltner, Gregory, Mace, Mahon, Mattingly, Meagher, Mentzell, Moore, Newsom, Ord, Papy, Payne, Spillman, Tully, Warfield, Willets, Mr. Speaker—24.

National Deparment of Education.—Hon. Henry Barnard, Commissioner, makes the following summary of work completed within the first year of the establishment of the U. S. Department of Education:

I. Report on the System of Public Schools of the District of Columbia—together with an account of the System and Statistics of Public Instruction in the principal cities of the United States. A document of four hundred pages.

II. Report on the School Codes of the United States, embracing the first School Act of each State, with all the subsequent modifications of the same, and the law as it stood on the 1st of January, 1868, with the provisions which have been introduced into the successive Constitutions of each State on the subject of schools and education.

III. Report on the National Land Grants to the several States for educational purposes:—Part 1. Grants for Colleges of Agriculture and the Mechanic Arts, with an account of the Institutions which have been established on the basis, or with the aid of these grants.

IV. Report on Institutions and Agencies for the professional education of teachers in the several States, including the State Normal Schools, City Training Schools, Teachers' Institutes, and State Teachers' Associations in each State.

V. Report on the principles of School Architecture, and Plans for the internal arrangement, ventilation and warming of buildings designed for educational uses. Part 2. Plans for graded Schools, with two hundred and fifty wood cuts of buildings recently erected.

VI. Report on National Education in Europe:—Part 1. Germany. Part 2. Switzerland.

Personal.—Professor L. R. Clark, of Oroville, has entered the Ministry, and now wears the title of Reverend. We wish him success in his new mission of spiritual teacher.

Obituary.—Died suddenly, in Stonington, Connecticut, Sarah Wilson Hamblen, wife of I. Hamblen, of Nantucket, Massachusetts. Mrs. Hamblen was for three years a teacher in various public schools in the vicinity of Napa City, California. In November, 1866, Mrs. Hamblen, then Miss Wilson, being in poor health, left San Francisco in a ship bound for New Bedford; the Captain and his wife, old acquaintances of hers in the East, having invited her to accompany them. She reached her destination in June, and was married a few days after her arrival to Mr. Hamblen, mate of the ship. After spending some months at his home in Nantucket, she accompanied him to New Bedford on the seventeenth of December, 1867. He sailed the eighteenth on a three years' voyage to the Indian Ocean, and Mrs. Hamblen went to spend the holidays with some friends in Connecticut. She was taken ill on Christmas Eve, and died on the morning of the twenty-eighth, little more than a week after her husband's departure. It was not her intention to give up teaching; she hoped to obtain a situation in the schools of Boston, and was at the time of her death preparing to visit that city.

San Andreas School (Santa Cruz Co.)—Roll of Honor.—Minnie Miller, Rosey Flynn, Agnes Gillen, Maria Miller, Augusta Joyce, Belle Westcott. Hugh Flynn, Everett Whiting, Bey Westcott, George Miller, Frederick Miller.

Roll of Honor—Nevada City High School—For the month ending January 31st, 1868, E. M. Preston, Principal.—Misses Sara Fraser, Emma Palmer, Flora Cornell, Josephine Greeley, and Master Leon Sanguineti.

State Normal School.—A. L. Fitzgerald, brother of the State Superintendent, has been appointed Assistant in this school, and Miss Bush to the position of Second Female Assistant.

State Teachers' Institute. — A meeting of the State Teachers' Institute will be held in San Francisco, commencing on Tuesday, June 16th. Parties who are expected to take part in the exercises will be duly notified.

O. P. Fitzgerald,
Supt. Public Instruction.

Salaries of Teachers.—A reference to the list of holders of State certificates will show the salaries which are paid to the best teachers in various parts of the State.

The increase of salaries during the past four years has been not so much in the cities as in the smaller towns and first grade county schools, and in these schools the increase is mainly owing to the fact that schools are maintained ten months in the year instead of six or eight months as formerly.

Commencing with the holders of life diplomas, it will be noticed that the City Superintendent of San Francisco receives the highest salary paid, $4,000; the Principal of the Institution for the Deaf, Dumb, and Blind, is paid $8,000; two Principals of High Schools, $2,500; one High School Principal, $2,100;

one teacher, $2,400; nine receive $2,100; three, $2,000; one, $1,900; three, $1,800; thirteen, $1,500; two, $1,400; making a total of thirty-five teachers who receive a salary of $1,400, or more.

The highest salary paid to a female teacher is received by the Principal of the Lincoln Primary School, $1,380; and the next highest by Miss E. W. Houghton, Assistant in the State Normal School, $1,300.

Eight male and thirteen female teachers are paid $1,200 a year; four female teachers, $1,080; thirty-two male and twelve female teachers, $1,000 a year; making a total of sixty-nine teachers who receive from $1,000 to $1,400 a year.

Six female teachers are employed at nine hundred and sixty dollars a year; and at nine hundred dollars, six male and four female teachers.

Seventy-one female teachers are employed at eight hundred and ten dollars; and at eight hundred dollars a year, three male and six female teachers.

Three female teachers are employed at seven hundred and fifty dollars a year, and seven at six hundred dollars.

This schedule of salaries is encouraging to professional teachers. The people find that it is good economy to employ "professionals," even at high salaries.

As the amount of public money from taxation and the income of the School Fund increases, the salaries of teachers will be raised, and the number of schools which pay a fair compensation for teaching will be increased.

As the standard of teachers' certificates are raised, the wages of teachers will be raised.

This standard is in the hands of professional teachers. Will they do their duty?

It now remains for all true friends of a good system of public instruction to endeavor to secure free schools for ten months in the year, by increasing the rates of State and County school tax.—*Swett's Biennial Report.*

Grammar.—Greene's Introduction to English Grammar is a general favorite among teachers who aim to teach the use of the English language instead of technical grammar.

Quackenbos' Grammar is disliked by some teachers who make use of it in classes which ought to use only the elementary work of Greene. Most of the ungraded country schools need no more advanced text book than Greene's Introduction. This book is used in the third class of the State Normal School, and is found quite enough advanced for pupils who, before entering the school, "went through" several formidable text books on grammar.

The reason is that in the Normal School the subject is taken up thoroughly.

The fact is, that no text book can make the study of the English language "easy." It cannot be learned in "twelve lessons."—*Swett's Biennial Report.*

School Libraries.—We call the attention of Trustees to the importance of purchasing their library books at an early date. As a general rule, the best course is to refer the selection to the teacher. The Library List is a large one, and if the Trustees imagine any of the books are "objectionable," it is an easy thing to throw them by and select those which are "sound."

Mr. Clarke's Seminary.—We had the pleasure of visiting this pleasant school for young ladies, during our week's vacation. We listened to an interesting lesson on Geology, and another on Morals, by the first class. A recitation in Georgraphy was particularly interesting. Mr. Clarke is a progressive teacher who is not content with the dead methods of the past. We have no space for details, but suffice it to say that we consider the school one of the best in the city or the State.

End of the Latin School.—The Latin High School, that elephant on the hands of the School Department, has been abolished as a separate institution and consolidated with the English High School. Everybody is glad of it.

A Good Salary.—Fraser, the English School Commissioner sent over to examine the school systems of the United States and Canada, stated at a Teachers' Convention in Ohio, that the salary of the head master of the Rugby School, and of several others, was $25,000 a year. What will some of our rural Trustees, who think that "forty dollars a month and board himself" is a high salary, say to this?

New Books.—The following new books have been received:

Trials of a County School Teacher, or Practical Illustration of the necessity of certain modifications in the School Law of California. Dedicated by permission to the Hon. and Rev. O. P. Fitzgerald, D.D., State Superintendent of Education. By Thomas Biggs, L.L.D. F.C.D; Holder of State Educational Diploma; Prizeman of Trinity College Dublin, in Mathematics, Logics, Ethics, and Theology; formerly a Protestant Episcopalian Incumbent Divine, Cork, Ireland; Inspector of Church Education Schools, United Dioceses of Cork, Cloyne, and Ross; and a superintendent of Diocesan Model and Training School; also, Principal of the Brisbane Grammar School, Brisbane, Queensland, Australia; Mathematical Lecturer Brisbane School, and Classical Examiner to the Bos of the Colony of Queensland.

The Doctor, from his world-wide experience, and the various high positions he has held, may fairly be presumed "*a priori*," to know something of the subject on which he is treating. Favored with a sight of portions of the Ms., amusing as a mere narrative, illustrative of the strange positions in which a teacher will sometimes find himself placed; of the extraordinary and irrational manner in which people will sometimes act sooner than honestly own up to a mistake; style free, and though the Doctor has experienced some pretty rough usage, he appears to take it all with irrrepressible good humor; he is never vituperative, but has an art of clothing the most biting statements in a laughing garb. Advice to the Trustees, patrons, children and teachers, is characterized by sound common sense, and is evidently the result of much reflection. Whether or not we agree as to the necessity for the proposed alterations in the school laws, we must admit he has made a good *prima facie* case, and at any rate proves the necessity for considerable modifications in practice. His criticisms of the theories of Zach Montgomery are severe. There is a freshness and originality about the whole which is truly delightful.

GOOD WORDS FOR 1867. Edited by Norman MacLeod, D.D., one of Her Majesty's Chaplains for Scotland. London: Strahan & Co. San Francisco: A. Roman & Co. pp. 862.

Bound volumes of Magazines and Reviews are usually a nuisance. The serials of Messrs. Strahan & Co. form almost the only exception to this general rule with which we are acquainted. The famous "Good Words" is a magazine that does not grow old. The articles are by the best writers, and on subjects interesting and instructive not merely for the passing month, but for the years to come. Several of the tales in this volume have been republished, and many of the shorter articles have had a world-wide circulation. Still, there is no reason why the complete volume should not be possessed by every body. It is a good book to have. Its moral tone is pure and noble; children delight in the pictures; young people like the stories, and old people find in its pages plenty to amuse and profit. We hope our California public will prove that they appreciate the importation of this excellent publication. Sold only by subscription. A. Roman & Co., general agents for the Pacific Coast.

THE HISTORY OF THE UNITED NETHERLANDS; From the Death of William the Silent, to the Twelve Years' Truce—1609. By John Lothrop Motley, D.C.L. In four volumes. Vol. III. New York: Harper & Brothers. San Francisco: A. Roman & Co.; pp. 599.

Among the writers of history whose works are indispensable to the teacher who would rank high in his profession, John Lothrop Motley is preëminent. This additional volume, therefore, of the History of the United Netherlands, will be welcomed by every true teacher. The style is just that which entrances the lover of English, and the dress of the volume is all that is required to satisfy the most fastidious of book buyers. We reserve our space in noticing this volume further until we have had time to examine the fourth and last volume of the history, already received from Messrs. Roman & Co.

CAKES AND ALE AT WOODBINE; From Twelfth Night to New Year's Day. By Barry Gray. New York: Hurd & Houghton. San Francisco: A. Roman & Co. pp. 229.

A book of emphatically light reading; one which might appropriately be taken by the voyager to New York from this coast, on the admitted principle that it is inexpedient to attempt any special improvement of time on an ocean steamer.

A NEW TREATISE ON THE ELEMENTS OF THE DIFFERENTIAL AND INTEGRAL CALCULUS. Edited by I. F. Quinby, Professor of Mathematics and Natural Philosophy, University of Rochester. New York: Ivison, Phinney, Blakeman & Co. San Francisco: A. Roman & Co. pp. 472.

Confessing our inability to pronounce with certainty upon the merits of this book, we may safely express our admiration of the superior manner in which the publishers have performed their part, and our conviction that this closing volume of Robinson's Mathematical Series is worthy of its exalted place in the list of Ivison, Phinney, Blakeman & Co.

A Memoir of the Life and Labors of Francis Wayland, D.D., LL.D., late President of Brown University, including Selections from his Personal Reminiscences and Correspondence. By his sons, Francis Wayland, and H. L. Wayland. In two volumes. New York: Sheldon & Co. San Francisco: H. H. Bancroft & Co. pp. 429, 379.

Francis Wayland was born at New York, March 11th, 1796, and died at Providence, September 30th, 1865. His life was a true life. As a teacher he stood at the head of a noble institution, that was so far remodeled by himself that he may almost be considered its founder; and his interest in the great cause of education was universally felt among the educational men of his time. His text books on Moral Science, Political Economy, and Intellectual Philosophy, have formed the minds of countless young men and young women in our country. By them, he being dead, yet speaketh. As a minister of religion he was wise, faithful and earnest in his living faith. As a man he was worthy of the highest love and reverence.

The Memoir of Dr. Wayland then, must possess an interest far beyond that possessed by most biographies. We have read it with profit and delight. Forewarning our readers that the volumes contain many expressions of decided theological tendency, we commend to them all an early and careful reading, with the assurance that however they may differ from Dr. Wayland's religious views, there is nothing in all the pages tending to make men worse either towards their fellows or towards their Maker.

Woman's Wrongs; A Counter-Irritant. By Gail Hamilton. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 212.

Two Massachusetts intellects, the one possessed by a Doctor of Divinity, the other by a sharp-spoken woman who fears nobody on earth or elsewhere—such intellects are exhibited in the little volume before us. The Rev. Dr. John Todd has been writing certain things about women. The estimable Gail Hamilton dislikes the writing and writer, and says so in unmistakable terms. The spirit of her words affords the most striking contrast with that shown in Mrs. Dall's admirable book noticed in our pages a few months ago. We undoubtedly prefer Mrs. Dall's style, but candor requires us to say also, that Gail Hamilton's book will reach many minds that Mrs. Dall's would fail to reach. If our readers desire to witness the annihilation of Rev. Dr. Todd, let them look over the pages of this book; if they desire to learn how an independent woman regards the question of universal suffrage, let them examine this book; or if they desire to see a literary curiosity, they can hardly do a better thing than to get this book.

A Summary of English and of French History; For the use of schools. New York: A. L. Barnes & Co. pp. 33.

This is a convenient summary of leading events in France and England, with their dates in history, prepared apparently by a teacher in Brooklyn, whose labors for her class are herein made of use to other teachers and classes over the country.

LIGHT; ITS INFLUENCE ON LIFE AND HEALTH. By Forbes Winslow, M.D. New York: Moorhead, Simpson & Bond. San Francisco: H. H. Bancroft & Co. pp. 200.

"The object of this work is to demonstrate the inestimable value of light as "an hygienic agent, and to analytically examine its physiological influence in "the development of vital phenomena as manifested in the animal and vegetable "kingdoms."

In carrying out this object, our author treats firstly, of the Solar Beam; secondly, of the Lunar Ray; thirdly, of the alleged influence of the Moon on the Insane, and finally of the Hygiene of Light. The work closes with an Appendix containing twelve short articles of varying interest and importance. There is no attempt at display in this volume, but the author sets forth distinctly his points, gives them a fair consideration, and then leaves the reader to draw his own inferences.

THE FRIENDSHIPS OF WOMEN. By William Rounseville Alger. Boston: Roberts Brothers. San Francisco: H. H. Bancroft & Co. pp. 416.

Mr. Alger tells us in his preface how this book came to be written. It seems he was gathering materials for a general history of Friendship, during which he found that little has been said about the friendship which women have had for each other. His investigations were continued until he had matter enough to make a chapter on this theme in his general history; and before the chapter was completed, he found enough on his hands to make a book. He calls it "a book of goodness." After a few introductory pages, he considers the question: "Have Women no Friendships?" and then proceeds to illustrate by examples the friendships of Mothers and Sons—of Daughters and Fathers—of Sisters and Brothers—of Wives and Husbands. Then comes a section on "Platonic Love; The Marriage of Souls;" followed by articles on the Friendships of Mothers and Daughters—of Sisters—of Woman with Woman; and after a long paper on "Pairs of Female Friends," he closes by considering "The Needs and Duties of Women in this age." Whatever Mr. Alger writes is pretty sure to be worth reading, and this book ought to be popular, at least among the ladies.

A SMALLER HISTORY OF ENGLAND, FROM THE EARLIEST TIMES TO THE YEAR 1862 Edited by William Smith, LL.D. Illustrated by engravings on wood. New York: Harper & Brothers. San Francisco: A. Roman & Co. pp. 357.

This book seems to have been prepared for the use of boys in the English schools. As a summary of the events in English history which are deemed most important for English boys to know, it possesses a certain interest for American teachers. A copious Index is given in addition to a full table of contents.

THE

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DEFECTS IN OUR SCHOOL SYSTEM.

BY JOHN S. HITTELL.

In teaching, as in other branches of human employment, ends are to be obtained through means; and the customs adopted in times past are not to be considered as perfect, but should be subjected to critical examination, for the purpose of discovering defects and devising better methods. The ends of education are two:

First.—To impart valuable information.

Second.—To train the perceptive and reasoning faculties.

In regard to the ends, all are agreed; but as to the means, there is some difference of opinion, as is evident from the great variety of school books. The main principles which should govern us in the choice of the means are the following:

1. The information placed before the child should all be comprehensible to him. The mind can make no use of ideas which it does not understand.

2. The information should be of such character that it will be remembered. Memory is the persistent perception of knowledge acquired in the past; and the idea not remembered is as valueless as that never acquired. To teach a child that which it certainly will not remember is entirely useless. And in this respect it appears to me that grave errors are committed in our schools. A large part

of the time of children is spent in committing to memory facts which they cannot remember, and which nobody does remember. Where can an adult person, not engaged in teaching, be found to answer one-fifth of the questions for which he could give replies in his classes of geography and history at school? As for the valuable general principles, we may remember much of them; but we could and would have remembered them just as well without memorizing all the trivial details.

In our teaching we expect too much from the memory. It is to that faculty, and not to the reason, that our school books are chiefly addressed. No sufficient attempt is made to open the understanding of the child. Explanation, illustration, and plain argument are entirely neglected, or they occupy a subordinate position. The child must get a set of phrases by heart, and when he can repeat them he is a good boy, knows his lesson, and deserves a big credit; and if he fail to get them, he has not learned anything, is naughty, and must have a black scratch against his name. As to understanding or permanently remembering the lesson, that is not taken into account.

We must keep in view the important principle that memory can do little without the aid of association, which last again needs the support of clear comprehension in the beginning and use afterwards. A learned man, left alone and without books on an uninhabited island, or among savages, for ten years, would surely forget his Greek and Latin, because there would be no associations to keep his memory green; but his chemistry, physiology, botany, and zoölogy would remain fresh in his mind forever, because every stone, bug, and fish would remind him of their principles. Without use or association, nothing will be remembered. The mind registers too many perceptions to preserve them all. It throws away all the trash collected in its chambers, and considers everything trash which is not used, or protected by association with something else in use.

It is a common belief that beneficial effects, in the increase of the memorizing power, result from getting any words by heart, whether any permanent impression remain from them upon the mind or not. I may not have had the best of opportunities for observation, and my opinion may not be entitled to much weight, but I am inclined to believe that the memory cannot be perceptibly strengthened so

as to be of any service in the general business of life by any practice of getting pieces of prose or verse by heart, or other training. I know that by the system of mnemonics the student may acquire a wonderful power of remembering particular facts, which he may associate in his mind with some other known fact or figure; but he cannot apply the rule to everything, nor can he keep the system fresh in his mind without employing a considerable amount of mental force that might be better used in other directions. Even if the memory could be greatly improved by five or ten years of training, I should doubt the policy of it. Man has only a limited amount of mental energy, and it is better that its main force should be turned into his perception and reason than into his memory. Philosophers, physicists, artists, and mechanics are worth more to a country than pedants.

The third main principle of education is, that the attention of the pupil should be confined to that information for which he will have the most use, and from which he will derive the most benefit. It seems a waste of time to argue in favor of a principle so evidently correct, which yet is almost universally disregarded, for two-thirds of the time of study is spent in branches that are seldom used, and in details that never are. Go into our public and private schools, and you will find pupils spending one-half their time, between the ages of ten and fourteen, in committing to memory trivial facts of geography and history, such as no man of sense remembers, or would wish to remember, or could use, if he did remember. Our common school education ignores the fact that chemistry, physiology, botany, and zoölogy are far more valuable to adults, and more comprehensive and interesting to children than the details of geography and history, and will be better remembered, because they are more frequently used. In the study of grammar a large part of the time is occupied with an absurd technology, and with unprofitable exercises.

Nor is the evil of which I complain confined to the lower schools. Who that has gone through a collegiate course does not lament the time then wasted upon useless studies? What proportion of the graduates make any use of the main branches of their course? How many members of your class could, five years after leaving college, read their Latin diplomas? How many have been compelled, since

leaving college, to study those branches which are valuable in practical life, and which might have been learned so much more profitably at school? Three-fourths of the young men educated at American colleges, never have any use for their Mathematics, and have no use for their Greek and Latin, save as a guide to English etymology, which they might have learned in a month or two; and that is all the chief, if not the only, direct benefit of five years of the best part of a man's life, spent in the dead languages and in mathematics. Not one in five of the graduates of our colleges can read any Latin or Greek work ten years after leaving college. And when you find the fifth man who can read his Greek and Latin, you will probably find a man who does not know the main difference between an igneous and a metamorphic rock, between an endogenous and an exogenous plant, between a bird and a mammal, between a motor and a sensory nerve, between nitric and nitrous acid. Our colleges have not notably changed their course of instruction since the time when, one hundred years ago, physical investigation and historical criticism, as we understand them, were unknown—when science was only a helpless and useless child in swaddling clothes, whereas now she is a giant who overshadows the world with a power more wonderful than the genius of Aladdin's lamp. The best part of our knowledge, the basis of a large part of our wealth, the principles of the most constant recurrence and universal application, are contained in the discoveries made in physics since 1760. And yet they are practically ignored, to a great extent, by those who are set up as our highest professional teachers.

My observation, during a few years at college, is that the chief benefits to students there are derived, not from the regular course, but in defiance of it; not by attendance upon the lectures and recitations, but by outside studies, devotion to the libraries, active service in the debating club, and constant companionship with numerous intellectual and studious men. While I admit the value of the dead languages, and would by no means have them abandoned, I yet feel indignant to know that so much time and energy are wasted upon them by those who can never use them.

A common result of cramming students with trash is not simply that their time is wasted, their energy exhausted, and their brilliant anticipations cheated, but they acquire a distaste for intellectual

pursuits, shirk their lessons, leave their schools half-educated, and seek some employment that will not force them to look again into their hated books. I should like to see the experiment tried of an entire change in the mode of teaching children, with the following principles as the basis of the experiment:

1. Reduce the school geographies, histories, and grammars to one-fifth the present size, with the main principles stated in the simplest terms, avoiding all complexity of arrangement and difficult technology.

2. Provide them with text-books of chemistry, physiology, botany, zoölogy, geology, and astronomy—containing all the main principles of those sciences in very brief language.

3. Examine the pupil as to his knowledge, not by asking questions which require much memorizing for a reply, but in such manner that a single word may suffice. If the pupil has been studying a chemical lesson on the metals, do not compel him to describe gold as "an element nineteen times heavier than water, yellow in color, extremely malleable and ductile, and not subject to oxidation in the air, nor to solution in any simple acid." Instead of requiring him to get the definition by heart, repeat it to him, and ask him the name of the substance. Be content if he has the knowledge; do not require him to commit a long definition to heart. How much would not adults be bothered to define the words which they use properly?

4. Have text books made up, not of question and answer, but of direct reading, and let the pupil read himself into knowledge. Remember that children have judgment, and can gain no valuable knowledge without its assistance. Let the boy in school learn in the same manner as the students of law and medicine do—by reading. The lawyer does not pretend to remember every fact of importance. He does not get the statues by heart; he does not preserve anything in his memory save those things for which he has frequent use, and which by use are kept fresh in his mind. Nine-tenths of his knowledge is not in his memory, but in his library, which he uses for reference. So of the physician: his books contain a large part of his knowledge. He does not attempt to overburden his memory: he knows the folly of it. The same rule that is good for the man is good for the child. If it is foolish in one case to spend time in

memorizing trifles which will seldom, perhaps never, be used, so it is in the other. As men gradually read themselves into a science, so can children.

5. Let the pupils read through treatises on grammar, history, and each of the more important physical sciences at every term, rising gradually from treatises of only a dozen pages to large books.

I should not like to assert confidently that such an experiment would make better scholars and more attractive schools than those which we now have, but when I get to be a millionaire I will try it.

The words "training the mind" are used to cover many absurdities. Whenever a pupil is wasting his time in a useless study or a bad method, the term "mental training" is brought forward by the teacher as a justification. The child must have "mental training; that is the great end of education." The parent who has never studied the subject does not precisely understand, but presumes that it must be all right; and he goes away silenced by an empty word, which is used to protect a gross abuse. If we examine closely we shall find that the chief training given to the reasoning faculties by education is in enabling us to arrange our ideas in categories or classes, separating them into numerous subdivisions with nice distinctions. Then when we wish to examine a subject we can subdivide it into many small parts, which we take up successively, and by fixing our undivided attention upon each separately, completely master it, and thus soon become master of all the parts, and then of the subject as a whole; whereas, if we were not capable of making the subdivision, we should never master the matter at all. "Divide and conquer" is a maxim not less applicable and valuable in philosophy and science than in politics and war. Now for this training of the reasoning powers, the practice of memorizing is useless; and it is utterly absurd to compare Latin, Greek, and mathematics with the study of the principles of scientific investigation, historical criticism, and legal evidence. Indeed I consider the main studies of the ordinary collegiate course far less valuable than familiarity with miscellaneous standard books of history, poetry, and romance. *Robinson Crusoe*, the *Arabian Nights*, and the *Fairy Tales* are quite as important to children as the higher poetry is for adults. The student will always derive benefit from those books which excite his interest, awaken his sympathies, whet his curiosity,

employ his reason, suggest numerous associations, and impel him to investigation and exertion.

I trust that I shall not be understood as trying to throw any discredit upon the schools of this city or State. On the contrary, I think we have reason to be proud of them when we think of their present condition and the difficulties under which they have been established. Neither would I have children neglect their books because their own fancies may not be entirely pleased. Our schools may be defective, but attendance on them is far better than idleness and entire neglect of books. But I do confidently believe that our present books and system of teaching are far from perfect, and that the time is not very far distant when important changes will be made in both.

Blackboards.—A good way to make blackboards is to color the hard finish before applying it to the wall. The following recipe for doing this is taken from Wickersham's School Economy:

"Four pecks of white finish, a white coating; four pecks of fine sharp sand; four pecks of ground plaster; four pounds of lampblack; four gallons of alcohol or good whisky.

"This quantity will make a mixture sufficient to cover twenty square yards of surface. A little flour of emery will prevent the mixture from '*setting*' immediately; thus giving time to put it on the wall with the necessary care. If emery be not used, only a small quantity of the mixture can be put on at a time; and this is, perhaps, the best plan. The wall which is intended to be covered with the black surface should be plastered like the rest of the room, with the exception that the black mixture takes the place of the white coating and is put on in the same manner. After the black surface is on the wall, it must be carefully rubbed, in order to fill up all the pores and make the surface hard and smooth. If the old surface be well moistened, a new surface, composed of the same mixture, can be applied."

Resident Editors' Department.

Legislation for San Francisco Schools.—A bill amending the City School Law, prepared by the City Board of Education, was introduced in the Assembly by Mr. O'Malley, and passed that body. This bill provided for the election of the City Superintendent by the Board of Education, for a term of four years; for electing members of the Board for a term of three years—one third of the Board retiring annually; for the appointment by the Superintendent of a Deputy at a salary of $1,800; for the election of a Secretary by the Board at a salary not to exceed $2,400; for levying a building tax of five cents; for the payment of street assessments by the city; for the payment by the Supervisors of the interest and sinking fund of the School Bonds, amounting to $40,000 a year; for authorizing the Board of Education to audit bills on the revenue of next year; for the payment of the deficit of $50,000 on the current expenses of this year; and for the sale of the Girls' High School lot. The San Francisco delegation in the Senate offered a substitute to the O'Malley bill, which passed the Senate and Assembly, and became a law. It provides for the election of the City Superintendent by the Board of Education and the Board of Supervisors in joint convention; for a building tax of five cents for two years; for the payment of street assessments by the Board of Supervisors; for the sale of the Girls' High School lot, and the Colored School lot, and prohibits the sale of any other school property. This bill having failed to provide ways and means for the existing deficit for the year, the Board of Education ordered the schools closed on the 1st of May, by which action the teachers would lose one-sixth of their annual salary. Three days before the close of the session a relief bill was introduced by Senator Shaw, providing for the levying of a tax of five cents for the next fiscal year to pay the existing deficit. By the united effort of the press and the friends of the schools, this bill became a law. The teachers are under obligations, for aid and assistance to Senators Shaw, Tubbs, Hager, and Sanders; to Mr. Connelly, chairman of the Assembly delegation; to Messrs. Ashbury, Stanyan and Cole, of the Board of Supervisors; and to Major Hammond, ex-President of the Board of Education. The necessity of applying to the Legislature for deficiency appropriations is a disagreeable one, and we trust the present Board will manage the business of the Department so that future deficits may be avoided. To do this will require good management and economy in every department. The people are willing to pay for public schools, but they ask that their money shall be judiciously expended.

State University.—The excellent bill so carefully drafted by the Hon. John W. Dwinelle, for establishing a State University, passed both branches of the Legislature without a single amendment, and has become a law. It provides for a State University with a College of Agriculture; one of Letters, one of Science and Art, and one of Mining and Engineering. The Board of Regents is to consist of twenty-two members: six ex-officio members as follows: The Governor, Lieut. Governor, Superintendent of Public Instruction, the President of the State Agricultural Society, President of the Mechanics' Institute; eight members to be appointed by the Governor for sixteen years, the first eight appointees to draw lots for the long and short terms, one to retire every two years; and of eight additional members to be elected by eight appointees of the Governor, and the six ex-officio members. The University is liberally endowed The College of California donates one hundred and fifty acres of land, five miles from Oakland, worth $100,000. The first proceeds from the sales of tide lands on the San Francisco water front, to the amount of $200,000, go to endow the University. The proceeds derived from the sale of the seventy-two sections of Seminary Lands will be transferred from the Common School Fund to the amount of $50,000. Thus the University starts with $350,000. The success of the institution depends in a great measure on the character of the first Board of Regents, and for this Board Governor Haight is responsible. We trust the appointments will be made without reference to politics or religion.

The Geological Survey.—All educated men will regret that this survey has been discontinued. Just as the survey was about to become of some practical value to the State, just as the maps were ready for publication, just as the volume on Botany in the hands of Prof. Brewer was ready for the press, just as geological maps and volumes were in the course of publication, the prejudices of inconsiderate legislators step in and stop the work. It is a deep disgrace to the State, an insult to scientific men, and a sad commentary on the lack of information among the members of the Legislature. Prof. Whitney has gone East to take a seat as Prof. of Geology in Harvard University. In indulging a personal spite against Prof. Whitney, the State has bitten its own nose off. It will cost California in the end $150,000 to secure the results thus foolishly thrown away. We regret to notice that some of the religious papers have been hostile to the survey, on account of a fancied conflict between that science and the dogmas of their churches.

Board of Education.—Major Hammond having resigned his position as President and member of the Board, Col. Thomas H. Holt has been elected as President. The resignation of Major Hammond is much to be regretted, as he was an able, competent and gentlemanly member. His place will be ably filled by Col. Holt, who is deservedly popular in the School Department.

Repealed.—The bill introduced by Senator Robinson, Chairman of the Senate Committee on Education, repealing the law requiring teachers to take an oath of allegiance, has become a law.

Industrial School.—We recently visited this well conducted institution. The Superintendent, Col. Wood, is a man well fitted for the responsible place which he holds. The Grand Jury complaints about undue severity are utterly without foundation. Capt. J. C. Morrill, the head teacher, is one of Nature's noblemen, and the school is particularly fortunate in securing his services. W. W. Holder, an experienced public school teacher, ably fills the place recently made vacant by the resignation of Mr. Shipley. Mr. Walker, one of the assistants, is a good teacher. The school is in excellent order. The concert reading of the boys is particularly fine. The institution numbers one hundred and seventy-five boys and twenty-five girls. The boys of the State Reform School, fifteen or twenty in number, are to be transferred to this institution, and the State has appropriated $10,000 for the purpose. For the next fiscal year the city is to pay $3,000 a month for the support of the school. Some of the public school teachers could hardly pass a Sunday in a more religious and more useful way than in visiting this school, and witnessing the Sabbath school exercises at 2 o'clock in the afternoon.

Sacramento Schools.—On our recent trip to Sacramento while lobbying a relief bill through the Legislature, we found time to drop into the Sacramento Schools. The High School gave an evening exhibition which was quite successful and creditable to the school. The Intermediate Schools in the High School building, taught by Miss Folger and Miss Keerchival, we found in excellent condition. The Grammar School of Mr. Howe is a very superior one. Taken together, the Schools of Sacramento are second to none in the State. The schools are now undergoing their annual examinations which are very thorough. The reports are published in full in the Sacramento *Union*. Sacramento is fortunate in having a City Superintendent who understands his business and who is disposed to do it well.

A Shrewd Measure.—The appropriation of $200,000 for the State University was effected by a brilliant flank movement just at the close of the session. A clause was attached to the appropriation bill that $200,000 of the first proceeds from the sale of the tide lands of the City Front of San Francisco should go to the support of the University. The backers of the Farrish Tide Land bill dared not oppose it, as friends of the University had the power to kill the Farrish bill. If our information is correct, Green, of Colusa County, and Dwinelle, of Alameda, conceived this brilliant little piece of legislative strategy. They both deserve the thanks of the friends of education in this State.

Sensible Men.—Mr. Tait, Mr. Hoitt, and Mr. Holbrook have left teaching to engage in real estate business and brokerage. We understand that Mr. Tait has in two months made more money than he would have received as Principal of the Normal School for ten years. In one month, Mr. Holbrook has made more than his entire salary as submaster for two years. Mr. Hoitt has a seat in the Board of Brokers. Until the public learns to appreciate talent in the schools by paying liberal salaries, we sincerely hope that every man who has brains and capital enough to engage in business will do so.

Failed to Pass.—We have received a copy of Assembly Bill No. 726, introduced into the Assembly from the Committee on Education, March 19th, 1868. It went to the general file, and there it slept the sleep of death.

Section one provides for reorganizing the State Board of Education, and increasing it by the addition of the County Superintendent of Sonoma County. The effect of this amendment would have been to legislate Swezey and Sibley out of their unexpired terms of two years, and to render null and void the adoption of the State Series of Text-Books. The fact that the "dominant party" has a good working majority in the State Board, made this partisan effort still more inexcusable. There is no good reason why the State Series of Text-Books should be changed before the expiration of the term of four years for which they were adopted.

Section 2 of this bill changes the time of holding the school elections from June to April. This change would accommodate some of the farming counties, but the benefit would not compensate for the loss of the advantages resulting from electing Trustees at the close of the school year, to enter upon their duties on the first of July. It also provides that school elections shall not be subject to the provisions of the Registry Law. The amendments to the Registry Act which have become a law except school elections.

Section 3 provides that when a vacancy occurs in the Board of Trustees, the remaining two Trustees shall fill by appointment.

Section 4 authorizes County Superintendents to appoint a deputy.

Section 5 reads as follows: "In all cases where the interests of the public schools may require it, or there may be any difficulty in obtaining the services of legally qualified teachers, at a reasonable compensation, the County Superintendent of Common Schools is authorized to examine and grant to any applicant a certificate, stating therein what branches of learning the applicant is capable of teaching; which certificate shall be valid, to all intents and purposes, only in the particular district for which it is granted; and should there be an isolated place within the bounds of any organized district, where not less than five school children reside in a group, the Superintendent may establish a school, and allow to each school child its proportion of the public money." Under the present law no standard of examination is determined for Third Grade Certificates. All those small schools may be classed as Third Grade, and the Board may require an examination only in reading and writing, if they choose. The County Board can delegate the power of conducting such examinations to the County Superintendent, if they live at an inconvenient distance from the residence of that officer. It strikes us that the latter part of this section would open the way for establishing a sort of hybrid schools—a cross between public schools and Zack. Montgomery schools. It may not have been so intended, but it certainly confers dangerous powers on County Superintendents. It is fortunate that the bill failed to become a law.

Successful.—The exhibition given by Miss Sullivan's Primary School was a very pleasant affair, and resulted in a financial profit of nearly five hundred dollars.

Personal.—Mr. Gorman has been elected Principal of the new Tenth Street School. D. C. Pearson has taken charge of the school in the Peralta District, near Oakland. C. D. McNaughton has taken a school in Sonoma County. Mr. Wermouth, of San Joaquin County, has gone to Napa County. Miss Savage, graduate of the State Normal School, has been elected a primary teacher in this City. Miss Evans, formerly of Shasta, is appointed Grammar Assistant in the Union School. T. W. J. Holbrook has resigned his position as submaster in the Lincoln School, and has entered the Board of Brokers. L. D. Allen has been transferred from the Spring Valley Grammar School to the vacancy in the Lincoln School, caused by the resignation of Mr. Holbrook. Miss Phœbe Palmer has been appointed assistant in the Spring Valley School, *vice* Mr. Allen, transferred. For the purpose of economy, the Board of Education has dispensed with the services of Mr. Stevens, teacher of Music, and Mr. Seregni, teacher of Drawing.

Tax for Building School-Houses.—Shaw's bill for amending Section 98 of the Revised School Law was approved by the Governor, March 13th. The only change made in Section 98 consists in the substitution of "seventy cents in place of "thirty-five cents" for building purposes, and of "thirty cents" in place of "fifteen cents" for school purposes—making the total maximum amount for both purposes of one dollar on each hundred dollars. Shaw's bill originally provided for a tax of one dollar for building purposes, and fifty cents for school purposes, and it so passed the Senate; but the Assembly Committee on Education, having narrower views of school matters, cut down the maximum to one dollar.

The New York Speaker.—We have received from H. H. Bancroft & Co. a copy of this excellent book, prepared by Russell & Goldsbury. The well known critical and elocutionary taste of Prof. Russell is a sufficient guarantee that the selections are of a high order. We notice, by the way, that it contains the well known poem of Saxe, "Pyramus and Thisbe," about which so much fuss was made at the last election. Such pious political papers as the *Pacific Churchman*, *The Monitor*, *The Occidental and Vanguard*, *The San Bernardino Guardian*, *The Colusa Sun*, *The Sonoma Democrat*, and others, will do well to caution their readers against a book containing "obscene" poems so destructive to the morals of youth. *Verb. sat. sap.*

Apparatus for the State Normal School.—A bill was introduced by Mr. Robinson, Chairman of the Senate Committee on Education, providing for an appropriation of $2,000 for the purchase of philosophical apparatus for the State Normal School. It passed the Senate, went to the Assembly, and was never brought up in that body.

Resigned.—W. K. Rowell, assistant teacher in the Boys' High School, has resigned his position for the purpose of making a visit to the Eastern States. He has been fortunate in real estate investments in Oakland, and has a competence which enables him to leave the school-room for a more lucrative business.

COLBURN'S AND ROBINSON'S ARITHMETICS.

Editors Teacher:—In your notice of ex-Superintendent Pelton's report, and referring to the change in this city from Colburn's Arithmetic to that of Robinson, you remark: "The change was ill advised, for the new books are no improvement over the old."

The Arithmetic of Colburn is written upon a plan which is essentially different from that of Davies, Thompson, Eaton, Robinson, Greenleaf, and others. It follows the proper order of *presentation* and may be considered a *normal* of the science of which it treats, while the others follow the proper order of the *subject* and partake more of the nature of a *treatise*. Colburn uses the teacher as a mere instrument to teach according to his style, and a very excellent one it is too, while the others merely furnish the teacher with a tool which they suppose him competent to handle.

Now if in the remark quoted above you take Robinson as a type of his class, and intend to say that the change from the *normal* to the *treatise* was ill advised, I have nothing to say, for you will have many to agree with you; although the great majority of teachers seem to prefer the latter, judging that Colburn is not now extensively used while the others are.

But if you intend by your remark to disparage Robinson as compared with others of his kind, you are certainly unjust, for you disregard the pertinent and conspicuous facts that the arrangement is essentially the same as in the others; that where the arrangement differs, it is for the purpose of generalizing; that the examples are selected with very excellent judgment; that the definitions are unexcelled in accuracy and clearness; that in the perspicuity of its rules, which are like so many enunciations of living principles, it is superior to all others, and that the mechanical execution of the work is fully equal to the best.

I have no more interest in the book than you have, and care nothing whatever for the interests of any booksellers, but I *do* care for the professional name of the author, who is a brother teacher and a favorite with the fraternity on this coast. JUSTICE.

THE ILLINOIS TEACHER.—We clip from this journal the following item:

The December number of the CALIFORNIA TEACHER contains the valedictory of Hon. John Swett, State Superintendent of Public Instruction, to school officers and teachers, in which he takes occasion to refute some charges that had been made against him in the political canvass. Mr. Swett returns to the profession of teaching, having been elected Principal of the Denman Grammar School, San Francisco. He may do this with the consciousness of having won for himself, during his five years' administration of the Department of Public Instruction, a high place among the foremost educators of our country, as a man of practical, sound, and far-reaching views, and fine administrative powers. Under his administration, and by his counsels, the school system of the State has reached a degree of efficiency and perfection far in advance of many of the older States—even of some in favored New England. California cannot afford to lose such a man from her educational ranks; and though we regard it as a great loss to her that he was not reëlected, we are glad that he still continues in the profession he adorns.

THE Committee on Education of the Massachusetts Legislature recommend the appointment of women on the School Committees throughout the State. There can hardly be a question as to their fitness for the duty, and in most cases they would probably be found more competent than the general run of men. Indeed the Committee declare that in all their towns it is difficult to find the men who, with ability to fill the office, have time to devote to its duties. The proposal of the Committee is eminently sensible.

THE KANSAS EDUCATIONAL JOURNAL.—This journal for February contains the following:

RETIRING.—The December number of the CALIFORNIA TEACHER contains the valedictory of John Swett, late State Superintendent of Instruction. From such evidences as have come to us, we conclude that Mr. Swett has been doing a noble work for the cause of education in California. By his untiring energy and acknowledged ability, a system of school legislation more radical and progressive than that of any other State, has been established. The Normal School has been put upon a permanent basis, and the foundation laid for a first class University. From the tone of the valedictory, we infer that Mr. Swett has not found his official position to be exactly a bed of roses. It is hard for a man of such energy to perform his work without treading on somebody's toes, and we do not feel any great surprise at the opposition which his official action has evoked. However, we sincerely trust that this may not be of permanent continuance, and that Mr. Swett's high educational abilities may not be lost to California.

OHIO EDUCATIONAL JOURNAL.—In this journal we find the following:

The January number of the TEACHER contains two editorials by Hon. O. P. Fitzgerald, recently elected State Superintendent of Public Instruction. The number also contains several extracts from ex-Superintendent Swett's last report, and if they fairly represent the document it is one of marked ability. We learn from these extracts that the rate-bill system was succeeded by a free-school system in June last, and that free schools, open to every child, have been maintained three months in the smaller districts and five months in the larger districts. "One-third of the teachers in the State hold State Diplomas and Certificates and one twelfth of the teachers are graduates of the California State Normal School." These and other facts show that the retiring Superintendent has been an efficient and able officer. The number of schools in the State, is 1,083; number of pupils enrolled, 61,227; average number of months of school, 7.2; average annual salary paid male teachers, $554—female teachers, $160; total expenditures for school purposes, $1,163,349. The State Normal School is in a flourishing condition.

SEMI-ANNUAL APPORTIONMENT OF SCHOOL FUND.—The School Law has been amended to provide for semi-annual apportionments of the State School Fund—one in February, and the other in July. This amendment was not needed, but it can do no harm. It will only result in the complication of the accounts of trustees and County Superintendents. The next semi-annual apportionment in July will probably amount to thirty or forty cents per census child.

THE REVISED SCHOOL LAW.—The School Law is safe. The friends of public schools, without regard to party, are glad, and the enemies of education will have occasion to run another crusade against it at the next election. Montgomery has subsided, and the *Occidental and Vanguard* has grown weary in well-doing.

APPOINTED.—Superintendent Denman has appointed A. Wassermann, Esq., as member of the Board of Education for the Eighth District, to fill the vacancy occasioned by the resignation of Major Hammond. This appointment will doubtless strengthen the Cosmopolitan School, if it be possible to add anything to the popular favor with which it is now regarded.

SAN FRANCISCO SCHOOLS.

Summary of the Reports of the City Schools for Four Weeks, ending Friday, March 27th, 1868.

SUMMARY.	Whole Number of boys enrolled on the Register.	Whole Number of girls enrolled on the Register.	Total No. enrolled.	Average Number belonging.	Average daily attendance.	Percentage attend'ce onav. No belonging	No. new pupils enter'd who have not before attended City Public Sch'ls during year.	No. rec'd by transfers from other Schools	No. Pupils re-entered.	No. transferred	No. left.
High Schools.....	103	107	210	207.0	203.0	.980	0	0	0	0	3
Grammar Schools..	1,669	1,796	3,465	3,253.1	3,078.6	.946	82	26	68	22	150
Primary Schools...	5,518	5,013	10,531	9,311 3	8,561 8	.919	508	164	554	195	614
Mixed Schools.....	394	108	502	405 3	301.7	.744	31	4	31	0	26
Grand Totals...	7,684	7,024	14,708	13,176.7	12,145.1	.921	621	194	653	217	793

TABLE—*continued.*

	No. registered for admission.	Total No. expelled.	Total No. promotions.	Total No. instances of truancy.	*Teachers' Attend'ce.* No. days absent.	No. times tardy.	Time lost by tardiness.	Time lost by absence during sch'l hours.	*Record of Visits.* No. visits to parents made by teachers.	No. visits made by School Directors.	No. of visits by Sup't.	No. school visits made by other persons.
							h. m.	h m				
High Schools.....	0	0	0	0	0	5	37	40	15	0	1	19
Grammar Schools..	26	3	3	20	27	45	7 22	1 30	169	36	25	383
Primary Schools...	336	4	10	48	48½	96	17 32	4 54	235	102	49	555
Mixed Schools	0	2	0	0	0	0	0	0	0	1	0	8
Grand Totals...	362	9	13	68	75½	146	25 3	6 44	419	139	75	965

Austria.—A most remarkable Teachers' Convention was held a few weeks since at Vienna. It was attended by hundreds of teachers, from all parts of the empire. The principal question discussed was the cause of the low condition of the national elementary schools. A resolution was unanimously passed attributing this result chiefly to the jurisdiction exercised over these schools by the Church, and declaring that until such jurisdiction should be removed, there could be no hope for improvement. The discussion elicited the deepest interest, and bold declarations against priestly interferences were received with shouts of approval. The government permitted the convention to exercise the utmost freedom in the expression of its sentiments. Truly the world moves! The Common Council of Vienna propose to establish a Teachers' Institute, in which scientific instruction shall be given without respect to any creed, though not in opposition to any creed. The movement is opposed by the Church Prelates, but he Emperor sustains the Council.—*Ohio Ed. Monthly.*

Roll of Honor—Grammar Department of District School at Murphy's, Calaveras County, March 24th, 1868, G. E. Lighthall, Teacher.—First, Miss M. A. Walsh; second, Miss M. J. Curtis; third, Miss E. L. Walsh.

For the Boys and Girls.—We clip the following from the *Santa Cruz Times*, in which we recognize the hand of our friend, Rev. Charles G. Ames:

"Boys and girls, school begins again next Monday morning. Will you all be there bright and early, with clean clothes, clean hands and faces, and cheerful hearts, ready to take hold with the teachers and make a good thing of it?

It is *your* school—created on purpose for you. You have almost as many friends in town as there are men and women; and they are very willing to work hard, and put their hands into their pockets for large sums of money to buy the golden key of the Temple of Knowledge; but that key is put in your hands, and you must unlock the gates and enter in yourselves; for nobody can *put* you in. There are too many boys and girls who lose the key: that is, they don't use their school privileges faithfully.

Try this rule: Be in school every day, and get every lesson as well as you can through this term, and see if you havn't more brains and better ones at the close.

Don't make it necessary for the teachers to govern you, govern yourselves. You can't guess how much better it feels to be your own ruler, and to keep yourselves in order, than to be spoken to, and lectured, and punished, and marked down for disorder.

Six or seven hours a day you are in the company of each other. Would it not be better to treat each other with kindness and courtesy—as if you meant to be a company of ladies and gentlemen—than it is to be coarse, and rude and teasing? The play-ground will be all the happier for every mother's son and daughter of you, if *each one* tries to *make* it pleasant for all the rest. Be jolly, and spring to the fun whenever you have the time to spare; but don't be rough, nor profane, nor foul mouthed, nor *mean*.

Boys and girls, this ought to be the best term you ever had, and it will be if you do your part well.

Rhees' Patent Ruler and Pencil-Case Slate Frame.—Invented by Wm. J. Rhees, Washington D. C., patented 1867. The Rhees Slate provides a safe and convenient receptacle for the pencil, consisting of a simple groove in the slate frame. Nothing could be more simple or practicable. To add to the advantage secured by the depository for the pencil, another improvement consists in a sliding cover to the pencil case, being at the same time a ruler of wood or metal, on which may be marked divisions of length; thus combining: first, a safe place for the pencil; second, a ruler, always convenient, and secure when not in use; third, a measure, or gauge, to train the eye and hand.

One More.—Ahira Holmes, who was turned out of the Mission Grammar School last year by Superintendent Pelton, has engaged in business as a real estate broker. He is making money, is his own master, and ought to thank the good fortune which drove him out of an establishment which generally recognizes mediocrity.

Still Another.—We learn that another submaster, one of the best teachers in the department, intends shortly to resign his position to engage in business. We congratulate him. He can make more money in keeping a peanut stand than in teaching at the present rates of salaries.

Personal.—We were recently favored with a visit from Mr. Brodt, Principal of the Petaluma Grammar School, and his assistant, Mr. Otis. They are both progressive and earnest teachers. From all that we hear, Mr. Brodt has won an enviable degree of popularity at Petaluma.

Education in France.—M. Duruy, the French Minister of Public Instruction, is attempting a practical solution of the question of co-education. Evidently impressed with the conviction that there are no studies comprehensible by man which are not also in the reach of woman's capacity, he has instituted for the latter, courses of lectures upon various branches of science. These lectures are to be given from December 15th, 1868, in one of the handsomest concert halls in Paris. The topics and lecturers are, M. Gevært, on Thoroughbars; M. E. Herne, on Ancient Literature; M. J. Grangedor, on Drawing and Painting; M. Heisch, on Chemistry; M. H. Berthoud, on Natural History; M. P. Grousset, on Physics; and M. A. Guillemin, on Astronomy. Similar courses of lectures have been opened in connection with the English Universities, and in some of the leading German cities. In Berlin, a celebrated teacher of drawing, Hugo Troschel, has organized a School of Art for women, to supply in some sort the opportunities which they lose by exclusion from the Royal Academy. The world is moving after all, and in the right path. All these courses have been largely attended by women of all social ranks, and as yet the foundations of social order have not given away. The fact is, that all enlightened men are approaching the recognition of the intellectual equality of the sexes, of the existence for woman of a destiny outside of, and in addition to, yet compatible with that of wife and mother. It is quite refreshing to see the first offensive blow at the monkish concept of woman's social function struck in its own strongholds. Of course, there is opposition enough. M. Dupanloup, Bishop of Orleans, is very bitter on M. Duruy, and foresees nothing but the worst social evils from this diversion of woman's culture from the "heart" to the "intellect." The young gentlemen of the English Universities, show their anxiety to preserve the womanly character of their country-women by subjecting the attendants on the lectures to a variety of petty annoyances. Fortunately, however, neither priests nor members of Universities control the forces which determine the onward movement of humanity.—*Michigan Teacher.*

Report of the State Normal School for the Four Weeks ending April 3d, 1868:

Whole number enrolled	151
Whole number of females	130
Whole number of males	21
Average number belonging	139.4
Average daily attendance	125.35
Per centage of attendance	90
Number left	15
Number in Senior Class	48
Number in Junior Class	52
Number in Sub-Junior Class	51

Glad of It.—Mr. Wasson, elected County Superintendent of Solano County, having failed to qualify because he did not want the office, Geo. W. Simonton remains County Superintendent for the next two years.

THE MASSACHUSETTS TEACHER.—Prof. Atkinson, of Cambridge, the able and outspoken editor of this standard journal for the past year, has been removed by the Board of Directors of the State Teachers' Association. He relieved the *Teacher*, while he was editor, from a considerable degree of conservatism, and told altogether too much truth to be popular. We regret his retirement, and console ourselves by quoting his valedictory, which has the ring of true manhood about it:

We have for many years been a student of the subject of Education in all its aspects and bearings, and have accustomed ourself to consider it as one of the moral sciences, so closely connected with ethics, politics, metaphysics and theology as to make it impossible to deal properly with educational questions without reference to those connections. We have habituated ourself to believe that the aspects of education change with the changing time, and that no revolution in morals, politics, religion or science can take place without implying a corresponding change in education. We are therefore specially interested in the questions of the day, the questions of progress, those which excite controversy and give rise to debate. We go so far as to believe that these are the questions of all others which an educational journal ought to handle, on which it ought to give all sides a hearing, and on which if it is to be jealous of the rights of any party above others, it should be the rights of the minority, because on such questions it is the minority who are often nearest the truth. All new ideas are some time or other in a minority of one. "Tell me," says a gentleman who differs from us world-wide in opinion, President Harris, in his recent able inaugural address at Bowdoin College, "tell me what some scholar is thinking in the solitude of his study to-day, and you tell me what in the next generation will be the watchword of progress and the staple of the hustings." We look upon an educational journal therefore as exactly adapted to be the arena for fair and courteous controversy, where the most diverse opinions can meet and be compared, where all sides shall have a hearing, so that out of such debate the truth may emerge the stronger. And inasmuch as we view the science of education, as we have said, as one of the moral sciences, we believe it to be so closely intertwined with all others that educational topics *cannot* be discussed with any profit without borrowing considerations from them all, and think that the writer on such topics had better not write at all unless he writes so frankly and fully as to disclose his honest convictions on all or any of the great questions which affect human destiny and human life.

It is obvious merely from this statement what an utterly unsuitable editor we are for a journal "whose pages are to be kept free from the introduction of party politics and controverted questions in theology." "Party politics" means political questions which people are thinking about; "disputed questions in theology" means questions in theology which people care about, and with both educational considerations are directly or indirectly concerned in such a way that no free and manly discussion can avoid them. We did indeed at first imagine that the resolution from which we have quoted the above phrases meant merely that the *Teacher* was not to be changed into a political or a theological, but should continue an educational journal; but that full liberty should remain to discuss the *educational aspects* of any question whatever; and in that sense we gave in our hearty adhesion to the resolution, for we believe that the very excellence of the journal consists in its being a professional publication. But further conference disabused us of this notion, and it became clear that no discussion even of educational topics was to be tolerated which should introduce views disagreeing with those of persons holding certain theological opinions, and therefore held by such persons to be "heretical." Now as we are ourself a "heretic," that is to say a person who in theological belief is now in a small minority, it is obvious, even if we had not already unhappily given evidence enough of the fact, how dangerous an editor we are for the *Massachusetts Teacher*: it did not take a very long conference to show us, with

our views of freedom of discussion, how inconsistent it would be with proper self respect to continue its editor any longer.

We therefore take leave of our friends, we hope in perfect kindness. They do not wish the sort of journal we wish to edit; we do not wish to edit the sort of journal they wish to have. A legitimate, if a narrow field remains open to their pages. There are many questions respecting the details of teaching which, carefully handled, need give rise to no controversy. They are not perhaps the most interesting questions, but they have the great advantage of ruffling no one's temper. There is a vast field of educational literature to draw from, in the shape of educational reports and other official documents. It is not perhaps the most entertaining reading, but teachers will always have the comfort of feeling that it is safe, and that it is improving.

If our friends do not wish to discuss disputed questions in their own journal, it is free to them to close its pages to such discussion, and no one has a right to complain. They may do what they will with their own. Happily for us there are other journals—and journals even of wider circulation than theirs—where such discussion is not only tolerated, but invited. Our friends do not therefore by their action prevent discussion; they only remove it to a wider arena and a larger audience. What effect their own refusal will have upon the estimate the public will set upon them it is for them, not us, to determine.

We think the public are in a temper to insist upon the full and thorough discussion of educational questions *somewhere*, with small regard to anybody's political or theological beliefs. We have fought as manfully as we could on the side of our fellow teachers, where we thought them abused; and on the subject of corporal punishment we have even incurred the charge of inconsistency in their defense, because we honestly came to the conclusion that they were abused. But we must as honestly warn them that we think the agitation respecting corporal punishment is but a symptom of deeper-lying discontent, a discontent which their present action in regard to their journal will not have any particular tendency to allay.

Of the five hundred and seventy-three new subscribers to the *Teacher*, during the past year, nearly four hundred have come from outside the State of Massachusetts, and by far the greater number from those young Western States which are making such vase strides in educational progress. It would seem as if free discussion had suited somebody. We hope it is no indication that Massachusetts is doomed to surrender the lead in educational matters to her younger and freer sisters; yet for our individual self, we believe there can be no real educational progress without educational *freedom*. Now that we are fully appraised of the views of the Directors, we not only entirely acquiesce in their decision, but we feel that no considerations would tempt us to continue editor of their journal any longer. That would be to prove as false to our own views of its right conduct, as their reelection of us would be inconsistent with theirs.

Our little editorial labors during the past two years have been a source of real pleasure to us. Undertaken at first almost as a recreation, the task of conducting an educational journal rightly, according to our own views of what such a journal ought to be, has constantly grown upon us, till now we are the more willing to resign it, as the labor is almost inconsistent with other and graver duties and engagements. The best fruit of our little experience has been the friendship and acquaintance it has brought us with many admirable men and women who adorn the teacher's profession, a friendship which we believe no honest differences of opinion will ever avail to disturb. If we cannot respect so highly the spirit shown by others, we shall at least try to believe them as honest in their opinions as we are.

And so, with our best wishes for their happiness and prosperity, we take leave of all the readers, known and unknown, of the *Massachusetts Teacher*.

California Business University.—This establishment, under the charge of President Heald, has gained the confidence of the business community to an

unusual degree, and seems to us in every respect worthy of its success. Young men are here prepared to enter understandingly upon the business of their career; and occupy, in relation to their future, much the same position that Normal graduates do, in relation to the profession of teaching. Practice is combined with theory, and the young man goes forth with a reasonable confidence in his own ability to meet with the practical duties of his position, which gives great advantages in all his work. We commend the institution especially to teachers, who may in this University find an excellent method of disposing of time in their vacations.

THE SPARE HOUR.

This is the title of a religious monthly newspaper, under the control of Rev. H. A. Sawtelle, and representing the interests of the denomination of which he is the recognized exponent—that portion of the Baptist family which believes in the "communion of saints," whether immersed, or otherwise introduced into the visible Church. It is ably conducted, is vigorous in its statements of doctrine, and preserves, so far as we can judge, an excellent Christian spirit.

One dollar per year. Address "THE SPARE HOUR, 505 Clay Street, San Francisco."

THE NURSERY,

Is a monthly magazine for youngest readers, edited by Fanny P. Seaverns, and published by John L. Shorey, 13 Washington Street, Boston, Mass., at $1.50 per year. It is the best magazine for the youngest that we have ever seen, and should be welcomed by every mother in the country.

NEW BOOKS.—The following new books have been received:

HISTORY OF THE UNITED NETHERLANDS, from the death of William the Silent to the Twelve Years' Truce, 1609. By John Lothrop Motley, in four volumes. Volumes 3d and 4th. New York: Harper & Brothers. San Francisco: A. Roman & Co. pp. 599, 632.

These volumes will be received with unmingled pleasure by all who have traced with thrilling interest, the rise of the Dutch Republic as described by Motley in his former works. The perils, sacrifices and almost superhuman efforts for forty years, of the inhabitants of this little tract, almost submerged by the ocean, would seem to us almost inexplicable, did we not find the love of political and religious liberty the ruling principle of action, and this too, at a period when the great powers of Europe had no idea of the rights of the people. While this war for national existence was progressing, parties of Dutch navigators, in their clumsy ships, with characteristic hardihood and enterprise, were braving the dangers of the Arctic and Antarctic seas, and approaching as near the pole as some of the renowned voyagers of our own time. During the same period, the East India Company was formed, destined to bring immense wealth into the Netherlands, and to wrest from the Spanish and Portuguese that sway over the oriental isles which no nation before had dared to dispute.

The State papers to which Motley has had access, present the monarchs of that time in an unenviable light. An upright and honorable course seemed

almost unknown to them, but their great end was to accomplish their own aggrandisement, even by the most tortuous and deceitful means. The lustre which has been cast around the character of Henry of Navarre, the hero of Ivry, unconquerable by ill fortune, and gallant even to rashness, is dimmed as we see him bargaining so closely for all the aid granted to the Netherlanders, and eagerly coveting the possessions of the little Republic.

Scarcely any man by his own efforts has ever accomplished such an immense amount of evil as Philip II, whose name is so closely connected with this history. We seek in vain for a virtue to mitigate the cool and calculating cruelty which marks his reign. We find embodied in him the perfection of treachery, showing by his policy that the maxims of the crafty Machiavelli had been faithfully studied. Not satisfied with condemning all the inhabitants of the revolted provinces to forfeit their lives, and sending the blood-thirsty Alva to enforce this decree, he sought by the most secret and perfidious means to destroy the great Protestant rulers in Europe. And such a man, when on his death bed, on looking back over the record of his life, marked with colossal crimes, declared that he had never consciously done wrong to any one, and if he had ever committed injustice it was unintentional! It was well for the Dutch Republic that this king had so feeble a successor.

The character of Maurice of Nassau, worthy son and successor of William the Silent, shines with a pure light as we follow him through the eventful history until his labors terminate in the acknowledgment of the Republic by the European powers.

THE ELEMENTS OF ARITHMETIC. By James A. Eaton, M. A. Author of a Series of Arithmetics. 16mo. Retail Price, 50 cents.

It is the design of this work to present an outline of the most important principles of Arithmetic, special attention being given to the FUNDAMENTAL RULES, UNITED STATES MONEY, PERCENTAGE and the METRIC SYSTEM of WEIGHTS AND MEASURES. It also contains a large number of examples and drill exercises, rendering it a superior text-book for pupils commencing Written Arithmetic. Many learners have not time to pursue so thorough a course in Arithmetic as is found in the larger books. For such pupils this work is admirably fitted, presenting a short, practical, arithmetical course, embracing the topics actually necessary to be mastered in order to engage in the ordinary business avocations of life. Teachers of Graded Schools, who wish to drill their classes thoroughly in first principles before proceeding to the more difficult arithmetical problems, and Superintendents of Evening Schools, and Schools recently established in the West and South, will find this little volume of 150 pages, exactly suited to their wants. Specimen copies mailed to Teachers and School Committees for examination with reference to introduction, on receipt of 25 cents. Address, Taggard & Thompson, 29 Cornhill, Boston.

YOUTH'S HISTORY OF FRANCE, from 59 B.C. to A.D. 1848, by M. Samé Fleury. New York: Leypold & Holt. San Francisco: H. H. Bancroft & Co. pp. 349.

With copious analytical index. Good paper, firm binding—remarkably

distinct type—a perfect blessing to any who have to study by night. Mr. Fleury condenses well and classifies conveniently. His idea of youthful comprehension appears a very exalted one, like that of most writers of juvenile epitomes. The youth who could readily understand all he states would need be little short of forty years; or at least possess the average mind and culture belonging to that age. Had he addressed the mind's eye as clearly as his publishers present his abstract to the bodily vision, few successes could equal his. Yet, on the whole, the student wishing to spend his evenings with French history will hardly find another manual as well suiting his desire. K.

TRANSLATING ENGLISH INTO FRENCH. By P. Sadler. New York: Leypold & Holt. San Francisco: H. H. Bancroft & Co. pp. 260.

A hundred pleasant stories—of various style, from the simplest colloquial to the most refined literary—affording very necessary practice in a charmingly varied and agreeable manner.

A valuable table of idioms and a very plainly printed glossary of all words needed for exact translation, greatly increase the value of this indispensable little manual. K.

FRENCH AND ENGLISH CONVERSATIONS. Witcomb and Bellenger, with Summary of French Grammar by Delille. New York: Leypold & Holt. San Francisco: H. H. Bancroft & Co. pp. 260.

Elementary phrases, easy and familiar dialogues, models of letters, tables of weights and measures, and in fact as much practical assistance as the dullest learner could ask, and all printed in the uniformly excellent style of this painstaking house. Delille's Summary, concise and clear, with his concluding tables of the irregular verbs, quite double the value of this most convenient little pocket teacher. K.

ELEMENTARY GERMAN GRAMMAR. By Jas. H. Norman, A.M. New York: A. S. Barnes & Co. San Francisco: H. H. Bancroft & Co. pp. 222.

This book was not needed, and if it had been its author was not the man to make it. It attempts a thing already better done by several abler predecessors, whose amply successful labors the present author seems not to know, and cannot even approximate. The paper is ordinary, the type worn, and the press-work poor. The smaller the edition the better for the public and the publishers. K.

SILBER'S LATIN COURSE. New York: A. S. Barnes & Co. San Francisco: H. H. Bancroft & Co. pp. 226.

Another of the many books better never printed. In a single sentence of his preface, the author, referring to his exercises in Latin Prose composition, makes *five* obvious mistakes in the simplest English composition. He says: "It is hoped that they will serve to direct attention to this important part of the study of Latin, *than* which, no other is *so* well calculated to ground one *into* a thorough acquaintance with the language, and prove an introduction to the study

of some *other* more extensive work upon the subject." This sentence contains *five* grammatical errors:

1st. "Than" cannot correspond to *so*, as his construction makes it.

2d. The comma after "than which" is needless.

3d. "*So*" well calculated, should be "*as*" well calculated.

4th. Ground one "*into*," should be ground one "*in*."

5th. "Some other more extensive work," should either omit "other" or insert "and" after it.

The author who cannot better construct his own living vernacular may profitably wait a few years before attempting to teach the idiomatic difficulties of a language long defunct. K.

A Fourteen Weeks' Course in Chemistry. By J. Dorman Steele, A.M. New York: A. S. Barnes & Co. San Francisco: H. H. Bancroft & Co. pp. 261.

Straight-forward, sensible, intelligible, practicable, and economical in a very high degree. With such a text-book in hand the over-jaded student might gladly exclaim—

"I love to *Steele* awhile away,"

from every ponderous tome which senseless teachers often crowd upon their defenseless pupils, to no possible profit, except the publisher's. The author claims "no originality," but he accomplishes a great deal of originality in his manner of combining chemical knowledge with intellectual comprehension. His book belongs among the few really good ones published within the past two years. Every teacher, even of a country school kept only a single term, should purchase this little compend and take lessons of it daily. K.

A Suggestive Commentary on St. Luke, with Critical and Homiletical Notes. By Rev. W. H. Van Doren. Two volumes. New York: D. Appleton & Co. San Francisco: H. H. Bancroft & Co. pp. 520, 558.

"Our aim, in these volumes," says the author in his preface, "has been to state and print the teachings of the Bible in their simplest form. There are very many in our busy age who have but little leisure and few books. To such, in Family worship, the Bible class, and Lecture room, such a series we believe, will be welcome."

We are by no means qualified to sit in judgment upon the theological merits of any commentary upon the Holy Scriptures; but after looking over the twelve different commentators upon the book of Luke, which were already dwelling peacefully upon our shelves, we find there was ample room for this new effort. Indeed, Dr. Van Doren—we presume he is D.D., as he certainly ought to be—has discovered a method entirely new to us in setting forth the suggestions of the inspired Word. The page looks more like an epic poem than like a commentary. The sentences are usually complete in one line. They are mere suggestions, but they are often very rich in provoking thought. We commend the work to our readers interested in the Scriptures, not merely because of its novelty in method, but because of the valuable assistance to be

obtained from the treasures new and old herein collected and arranged by the learned divine.

THE GREAT EXHIBITION, with Continental Sketches, Practical and Humorous. By Howard Payson Arnold. New York: Hurd & Houghton. San Francisco: H. H. Bancroft & Co. pp. 486.

The title of this book, if the book lives, will probably be more appropriate ten years hence than now: for now the book buyer is reminded at once of the so-called Exhibition at Paris by which the world was amused recently, and is not particularly charmed by the prospect in this volume of learning more of that menagerie. As a matter of fact, the sub-title of Mr. Arnold's production is the true one, since it gives some idea of what the reader will find. We like the book. It is sketchy, practical and humorous. It is much better reading than we expected to find. With sundry old stories very well retold, it combines new stories, and fresh views of things to be seen in Europe: the result is, a volume that is excellent in its way, and that may well have an extended circulation.

ORATORY, SACRED AND SECULAR; or, The Extemporaneous Speaker, with Sketches of the most eminent Speakers of all ages, by Wm. Pittenger. Introduction by Hon. John A. Bingham. Appendix containing a "Chairman's Guide" for conducting public meetings according to the best Parliamentary models. New York: Samuel R. Wells. San Francisco: A. Roman & Co. pp. 220.

The first half of this little book is composed of remarks upon mental preparation for public speaking. The next division apparently consists of newspaper sketches of certain prominent public speakers, with some specimens from their words. The closing twenty pages, comprising the Chairman's Guide, is by far the most practically useful portion of the book.

LECTURES AND ANNUAL REPORTS ON EDUCATION. By Horace Mann. 1st and 2d Series. Extra cloth, gilt top. Price per vol. $3.00.

The two volumes of "Annual Reports" made by Horace Mann to the Board of Education, of which he was for twelve years the Secretary, are now offered to the public, not as a mere record of the past, interesting for their historical value, but as a present means of enlightenment upon the subject of education. A careful perusal of them—even a reperusal by those who esteemed them highly at the period when they were written—will show how much they contain for present instruction. The impulse given to the diffusion of knowledge, and the improvement of the common schools, by Mr. Mann's labors, have met with a degree of appreciation which has extended the movement to other regions, and even other countries.

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GEOMETRY AS AN ELEMENTARY BRANCH.

How it ever came to pass that Arithmetic should be taught to the extent attained in the schools of our country known as the grammar grade, while Geometry is wholly excluded from them, is a problem for which a solution has often been sought, but with only this result, viz: Arithmetic, being considered an elementary branch, is included in all systems of elementary instruction; but Geometry, being regarded as a higher branch, is reserved for systems of higher education, and is on that account reached by but very few of the many who really need it, and who might make practical applications of it in their various avocations.

The error here, if it is an error, is fundamental. Instead of teaching the *elements* of *all branches*, we teach the *elementary branches* to a very *unelementary* extent. The elements of Geometry are much easier to learn and are of more value when learned, than advanced Arithmetic; and if a boy is to leave school with only a grammar school education, he would be better prepared for the active duties of life with a *little* Arithmetic and *some* Geometry, than with *much* Arithmetic and *no* Geometry.

If this assumption is correct, then it is manifestly wrong to allow thousands of boys to leave school at the age of fourteen or

sixteen years stuffed to repletion with Discount and Percentage, but utterly ignorant of even the merest rudiments of Geometry, when we know, too, that they are destined to enter carpenter's shops, machine shops, surveyor's offices and other such places in which Geometry may be constantly applied. As a general thing the very class which has the least use for this science is the very one for which it is almost exclusively reserved, while the class to which it is of practical, daily importance is almost excluded from it. Hence the lawyer, physician or merchant loses his knowledge of Geometry within a short time after leaving school, because it fades from the memory for want of occasions for its use: while the carpenter, who is confronted on every side by triangles, parallels, arcs and circles, has no eternal truths suggested to him by their means, because he never learned to deal with them.

But aside from this merely utilitarian view, this science should be taught in all primary and grammar schools for the same reasons that apply to other branches. One of these reasons, not sufficiently recognized even by teachers, is this: the prime object of school instruction is to place in the hands of the pupil the means of continuing his studies after he leaves school. The man who is not a student of some part of God's works, cannot be said to live a rational life. It is the proper business of the school to do for each branch of science exactly what is done for Reading. Children are taught to read, not for the sake of the matter contained in their readers, but that they may be able to read all through life and thereby fulfil one of the requirements of civilization.

So enough of each branch of science should be taught to enable the pupil to pursue it after leaving school; and in accordance with this position, no boy or girl should be allowed to reach the age of twelve years without knowing even the alphabet of Geometry. They should be taught at least to read it.

It certainly does seem probable that if the youth who now leave school with so much Arithmetic and no Geometry, were taught the first rudiments of this science, thousands of them would be led to the study of the higher mathematics in their maturer years by reason of those attractions of Geometry which Arithmetic does not possess.

Unthinking persons frequently assert that young children are

incapable of reasoning and that the truths of Geometry are too abstract in their nature to be apprehended by them. To these objections it may be answered that any ordinary child five or seven years of age can deduce the conclusions of a syllogism, if it understand the terms contained in its premises, and that nothing can be more palpable to the mind of a child than form, magnitude and direction.

There are many teachers who imagine that only the Perceptive Faculty of children should be cultivated in early youth and that the Reason should be addressed only at a later period.

It is certainly true that the Perception should receive a larger share of attention than the other faculties during the first school years, but it is equally true that *no* faculty can be safely disregarded even for a time. The root does not attain maturity before the stem appears, neither does the stem attain its growth before its branches come forth to give birth in turn to leaves; but root, stem and leaves are found simultaneously in the youngest plant.

That the Reason may be profitably addressed, through the medium of Geometry, at as early an age as seven years, is asserted by no less an authority than President Hill, of Harvard, who says in his admirable little geometry that a child seven years old may be taught the science more easily than one of fifteen. B. M.

Arithmetic.—The importance of the study of Arithmetic no one will question. From very high antiquity, it occupied a prominent place in the common mind, and was honored more than any other branch of study. In early times, literary and scientific knowledge was divided into classes: the first was called the Trivium, comprehending Grammar, Rhetoric, and Logic; the second was called Quadrivium, comprehending Arithmetic, Music, Geometry, and Astronomy. These were styled the "seven arts," and were supposed to comprehend all wisdom and all knowledge. One understanding the Trivium could explain the mysteries of books: if he understood the Quadrivium also, he "could answer all questions and unfold all the secrets of nature." Hence we see that Grammar stood in the gateway of the temple of science, and Arithmetic stood at the entrance of her innermost shrine. In order to

obtain a knowledge of Music, Geometry, and Astronomy, it was necessary, first, to acquire the art of computation and the theory of numbers. Thus we see that Arithmetic, in ancient times, was regarded as an important study. It was ranked among the "seven arts," and became a key to the higher branches of learning.

In modern times Arithmetic has maintained its high position in the minds of the people. We verily believe that both teacher and patron would prefer to strike from the course of study any other branch sooner than this. Of all studies it is considered the most practical. It is considered practical, because a knowledge of it is supposed to fit a man for the business avocations of life. But *we* regard it as practical just so far as it develops the powers of mind, and makes man a thinking being. Arithmetic is *not* practical when it assists neighbor to cheat neighbor, and to get "ungodly" gain. Life is *not* a cheat; it is *more;* it is the high purpose and noble resolve.

Tried by the test given above, how much of Arithmetic is practical? We have before us Robinson's Higher Arithmetic. As we glance over its pages, we class the following among the impracticable subjects: Reduction, Contracted Multiplication and Division, Circulating Decimals, Continued Fractions, Compound Numbers, Duodecimals, Ratio and Proportion, Custom-House Business, Equation of Payments, Alligation, Square Root, Cube Root, Arithmetical and Geometrical Progression, etc., etc.

But are not some of the foregoing rules practical? Is not Reduction practical? Will not the principles contained therein be called into frequent requisition in the numerous business transactions of life? Our answer is, No. We say this *as a rule.* We once knew a man who had been a practical surveyor for more than forty years. Descanting upon the utter uselessness of many rules in our Arithmetics, he remarked that he had never used cube root in all his life, and square root *but once.*

What shall we say, then, of the different topics in our Arithmetics? They are all practical. They serve to develop the latent powers of the mind. What is termed the impractical is not without its use. The discipline it gives is worth more than gold or rubies. Let Arithmetic be studied, then, as a means of discipline, and the practical will take care of itself.—*Illinois Teacher.*

School Discipline.—The law and the decisions of the Courts relating to corporal punishment in school, were fully presented in my last biennial report.

Practical teachers, almost without exception, unite in this opinion: That it should be the aim of all teachers to govern without bodily punishment, as far as practicable; but that it is indispensable to good government that the teacher have the right to inflict it in extreme cases, as a last resort; that it is better to punish and subdue a pupil than to expel him from school; and that as parents are sometimes compelled to resort to it in the home government of children, so teachers are forced to employ it in school as a means of discipline.

No Board of Education, or Board of Trustees in the State, has passed any regulation prohibiting the exercise of this power.

It is satisfactory to know that throughout the schools of the State the infliction of corporal punishment is the exception, and not the general rule, and that it is the study of the intelligent teachers to reduce it to the lowest possible minimum. Many schools, indeed, are governed for months in succession without any resort to such punishment; but this is only rendered possible by the reserved right of the teacher to inflict it if necessary.

During the past year, in some of the Eastern cities, this subject has been a fruitful theme for discussion, and in some cases, of decidedly foolish action on the part of Boards of Education, which have been influenced by the transcendental sentimentalism which originates in the imaginative brains of those who never had any practical acquaintance with the diverse, and sometimes turbulent elements which enter into a public school.

Teachers, as a class, are averse to inflicting punishment; they resort to every other means before making use of it, and not unfrequently fail to inflict it when their judgment dictates that it should be done.

The traditional schoolmaster, delighting in "thrashing boys," is extinct. Even admitting that corporal punishment is an evil to be avoided, a turbulent and disorderly school is a greater evil.

The common sense of the great majority of teachers, and the good sense of the great majority of parents, will practically settle the whole question.

Corporal punishment is not inflicted upon the girls at all, in the public schools, with the exception, perhaps, of some of the primary classes, in which it is limited to a few taps of the rattan on the palm of the hands.

More than three-fourths of the boys pass through their whole school life without ever being subjected to any kind of corporal punishment.

In the large graded schools of the cities, where teachers are permanently employed, as a result of systematic training many classes are well governed without any resort to physical force.

Let us all hope for the time when children shall be so well governed at home, and when teachers shall be so well fitted for their profession, that corporal punishment in every form may be banished from the school-room; but until then, so long as many children are unruly, and many teachers inexperienced, let us be satisfied by reducing it to the lowest possible minimum consistent with good order and well regulated schools.—*Swett's Biennial Report.*

Three Rules for Good Reading.—First: *Finish* every word. I use the phrase in the sense of the watchmaker or jeweler. The difference between two articles which, at a little distance, look much the same, all lies in the *finish*. Every wheel in a watch must be thoroughly finished; and so every word in a sentence must be completely and carefully pronounced. This will make reading both pleasant and audible. Careful pronunciation is more important than noise. Some time ago I heard a person make a speech in a large hall; he spoke distinctly, and I heard every word; unfortunately, he became warm in the subject, and spoke loudly and energetically, and immediately his speech became an inarticulate noise.

Secondly: Do not drop the voice at the end of a sentence. Simple as this rule may seem, it is one most necessary to enforce. If the whole of the sentence be audible, except the conclusion, the passage becomes discontinuous, a series of intelligible portions interspersed with blanks. Confusion, of necessity, attaches to the whole.

Thirdly: Always read from a full chest. Singers know well the importance, indeed the necessity, of taking breath at proper places. The same thing is important for reading.—*Exchange.*

State Series of Text Books.—The impression prevails among some of the citizens of the State that the text books adopted for use in the schools are "partisan" or "political" in their character.

It has been charged, for instance, by a portion of the press, that "Lossing's History," adopted by the State Board of Education, contains certain objectionable, political, and partisan paragraphs. Whether it does or not, need not be discussed, for the book in question never was adopted by the State Board—Quackenbos' History being the official text book.

The statement so extensively circulated that a book, entitled "Common School Readings," compiled by the State Superintendent, has been adopted and forced into use in the public schools, is equally untrue. The book in question was not designed for use as a *text book* or class reader, and was never adopted by the State Board as one of the State series.

The book was designed simply as an aid to elocutionary exercises, to be used by teachers or by any person who chose to buy it. Among half a dozen other elocutionary works, it was placed in the list of School library books on an equal footing with 1,500 volumes of miscellaneous books.

I am not aware that any one has yet discovered that any of the text books on arithmetic, geography, grammar, or physiology, are "partisan" in their character.

The impression seems to have prevailed in some parts of the State that the State Board and State Superintendent were "bought by book publishers," and that they have grown rich on percentages received from the sale of books.

The simple fact is, that the State series of text books was voted on by the teachers of the State, assembled in convention, and adopted by the State Board, before the publishers in the East knew of the passage of a law authorizing the adoption of a State series.

At my request, the publishers of Eaton's Arithmetic, Wilson's Readers, Quackenbos' Grammar, History and Natural Philosophy, furnished the State Normal School Library with full sets of their respective publications for the use of the Normal School pupils, to the value, say, of $1,000.

Neither the State Board nor the State Superintendent has either received or asked any "consideration" from publishers, nor have they been insulted by any such propositions. — *Swett's Report.*

Cosmopolitan School. — We quote the following from the Springfield (Mass.) Republican: *California Ahead in Educational Matters.*—A recent letter from Rev. C. L. Brace, of the New York Children's Aid Society, upon the Schools of California, particularly of San Francisco, shows in a striking manner what that young State is doing for the cause of education, and in some respects puts even Massachusetts to blush. Particularly in the matter of school-houses and the wages paid to teachers, is the Pacific State ahead of its older sisters. Some 20,000 scholars are now being educated in the free schools of San Francisco alone, where the appropriation for schools annually reaches $350,000. The wages of female teachers in the city range from $600 to $1,200 (gold) a year, board being about $30 a month; and male teachers get from $1,200 to $2,500. In the country towns of the State, women teachers command from $50 to $75 per month, board being about $20; and the demand for good teachers is greater than the supply, though the State has an admirable Normal School, which turns out a large number of good teachers annually. The culminating glory of the San Francisco school system, is the *Cosmopolitan School*, on a plan so simple, but with obvious advantages so great, that it is a wonder that the idea has not been seized upon by other cities in the country. The object is to enable children, at the time when the acquisition of language is easiest, to gain a thorough knowledge of a foreign tongue. Accordingly, primary schools have been opened, conducted respectively in English, French, and German, and these, by regular gradation, culminate in the "cosmopolitan school," which is simply a high school where the usual branches are taught, but where most of the exercises are conducted in a foreign tongue, which the pupil thus learns, while at the same time he is thoroughly grounded in the ordinary branches of instruction. To this school the children of Americans are sent to learn French and German, and the French and German children to learn English; the latter being enabled also to preserve their own tongue in grammatical purity — a great advantage in a mixed population, where a language not the vernacular so soon degenerates into a mere patois. California is as yet, we believe, unsuccessful in founding a College; but her free schools are second to none, and we of

the East could copy some of their features to advantage, especially that of the "cosmopolitan school." All our larger cities should have schools of this character.

PRIVATE SCHOOLS.—The whole number of children in the State attending private schools is returned by the census as 14,000.

Of this number San Francisco reports 4,165, which is 20 per cent. of the whole number between 5 and 15 years of age.

In San Francisco there are 1,761 children between 5 and 6 years of age who are not allowed to attend the public schools, many of whom attend "infant schools." Probably about 1,500 children attend the Catholic school in this city.

In Sacramento City and County, only 434 attend private schools, or 10 per cent. of the whole number. In Santa Clara County, 878 children attend private schools, or 19 per cent. of the whole number. Sonoma, 721, or 13 per cent.; Los Angeles, 538, or 16 per cent.; Calaveras, 442, or 19 per cent.; Nevada, 19 per cent.; Napa, 338, or 24 per cent.; Alameda, 531, or 16 per cent.; Placer, 145, or 6 per cent.; San Joaquin, 235, or 7 per cent.; Sierra, 4 per cent.; Santa Barbara, 8 children out of 1,322; Plumas, 3 per cent.; Alpine County reports 1 child attending private school, and Lassen 2 children out of 291.

Notwithstanding the fact that the attendance on private schools was decreased during the year by the large number of 1,645, all the better class of private seminaries, boarding schools, and college schools, never were in a more prosperous condition.

As the public schools are made better, these private schools will be filled with a more advanced class of pupils.

The public schools cannot meet all the demands for education.

I have visited many of the private institutions in the State, and can bear willing testimony to their thoroughness of instruction and excellence of discipline, inferior in no respect to the best public schools. In fact, many of the very best public school teachers have been attracted to private schools in consequence of the more liberal salaries paid in them. If the private institutions can afford to pay the best salaries, they will secure the best teachers, and will have the best instruction. Public school officers who believe in cheap teachers will do well to bear this in mind.—*Swett's Biennial Report.*

SOME MISUSED WORDS.

[We take the following from an article by Richard Grant White, entitled "Words and their Uses," in the May number of "The Galaxy," published by Sheldon & Co., New York.—EDS. TEACHER.]

HOBBES puts the right use of words in a clear, honest light, in a passage of his "Leviathan," where he says: "Seeing that truth consisteth in the right ordering of names in our affirmations, a man that seeketh precise truth had need to remember what every name he useth stands for, and to place it accordingly; or else he will find himself entangled in words as a bird in lime-twigs — the more he struggles the more belimed;" adding, in the same passage, this caution: "Words are wise men's counters—they do but reckon by them; but they are the money of fools, that value them by the authority of an Aristotle, a Cicero, a Thomas [á Kempis], or any other doctor whatsoever."

EITHER is a singular word. It means, and from Anglo-Saxon times has meant, in the best usage, one of two and both of two. As *both* means two taken together, so *either* means two considered separately. Thus, "On either side of the river was the tree of life," means that the tree was seen on both sides; but, "Take either side of the river," means that each of the two sides may be taken, but not both at once. It is well to assert this claim for *either*, because it has been questioned by some purists. And yet, for instance, if a mother, anxious for the settlement of her two daughters, should tell an eligible gentleman that he might have either of them, it would not be safe, they not being in Utah, for him to conclude that she meant he might take both. It is almost impossible to explain how this word means both one and two, and how it can yet be used without causing any confusion for intelligent people. *Either*, being compounded of the Anglo-Saxon æg, every, and hwæber, which of two, and so meaning every which, or one, of two, should strictly be used only with reference to two objects. But very long usage and high authority can be shown for its application to three or more objects, as may be seen by reference to the lexicographers from Johnson to Webster; of which convenience and logical consistency may be pleaded in justification. *Neither*, being but the negative of *either*, conforms to like usage. *Either*, used

separately, is responded to by *or*, and *neither* by *nor:* thus—either this or that, neither this nor that. This rule, which is absolute, is frequently violated. Some people, not uneducated, seem to think that if *either* has been preceded by a negation it should be followed by *nor*. They would write, for instance, a passage in Bacon's "New Atlantis" thus: "We never heard of any ship that had been seen to arrive upon any shore of Europe; no, nor of either the East *nor* the West Indies." But Bacon wrote correctly, "Nor of either the East *or* the West Indies." The introduction of a second *nor* in such sentences involves the use of two negatives in the same assertion. It is like, He had'nt none. The pronunciation of *either* and *neither* has been much disputed, but, it would seem, needlessly. The best usage is even more controlling in pronunciation than in other departments of language; but usage itself is guided by analogy. The analogically correct pronunciation of these words is what we call the Irish one, *ayther* and *nayther;* the dipthong having the sound it has in a large family of words in which the dipthong *ei* is the emphasized vowel sound — *weight*, *freight*, *deign*, *vein*, *obeisance*, etc. This sound, too, has come down from Anglo-Saxon times, as we have already seen, the word in that language being *ægper;* and there can be no doubt that in this, as in some other respects, the language of the educated Irish Englishman is analogically correct, and in conformity to ancient custom. His pronunciation of certain syllables in *ei* which have acquired in English usage the sound of *e* long, as, for example, *conceit*, *receive*, and which he pronounces *consayt*, *resayve*, is analogically and historically correct. *E* had of old the sound of *a* long, and *i* the sound of *e*, especially in words which came to us from or through the Norman French. But *ayther* and *nayther*, being antiquated and Irish, analogy and the best usage require the common pronunciation *either* and *neither*. For the pronunciation of *i-ther* and *ni-ther*, with the *i* long, which is sometimes heard, there is no authority either of analogy or the best speakers. It is an affectation, and, in this country, a copy of a second-rate British affectation. Persons of the best education and the highest social position in England say *eether* and *neether*.

Adjectives in En.—Unless a stand is made by the writers and speakers who guide the course of language, (I mean not only schol-

ars and men of letters, but the great mass of well-educated and socially-cultivated people) we shall lose entirely a certain class of words—adjectives in *en* formed from nouns—which contribute much to the usefulness and beauty of our language. *Threaden* is hopelessly gone; and, rarely needed, will be little missed. *Golden*, *brazen*, *leaden*, *leathern*, *wheaten*, *oaten* and *waxen* are in more or less advanced stages of departure. They all appear in poetry, but are not often used for the everyday needs of life, except in the figurative language. Most people would say, a gold candlestick, a brass faucet, a lead pipe, etc; but a golden harvest, a brazen face, a leaden sky. The most untaught, or the most eccentric person would hardly say, brass face, or a lead sky. The adjective in *en* seems to be restricted to the expression of likeness; whereas it was formed to express substance, of course including likeness. *Golden*, meaning made of gold, and, of course, like gold, now is generally used to mean the latter only; and, for the former sense, the noun *gold* is used as an adjective. This is to be deplored, not only because the formation in question is one of the oldest in our language, but because its loss is a real impoverishment of our vocabulary, compelling us to put one word to two uses, and also because we are thereby deprived of what we much need — dissyllables, the last syllable of which is unaccented. In proportion as our language lacks such words, it lacks one of the chief elements of a flowing rhythm, and becomes stiff and chalk-knuckled. Compare the sound of a golden crown, a leaden weight, a wheaten loaf, with that of a gold crown, a lead weight, a wheat loaf. To a person who has an ear for rhythm the former is agreeable, the latter harsh and offensive. To any one the former phrases are easier of utterance than the latter. The adjectives in *en* can be saved if we will, and they are well worth saving. If those who are strong enough do not stretch out their hands to them, we shall soon be wearing wool clothes; we shall not know the difference between a wooden house and a woodhouse; we shall be talking of the North States and the South States, the East States and the West States; and when we go back to the old well, we shall find there an oak bucket, which, in losing half of its distinctive epithet, will have lost half the association and all the beauty of its name. In an old inventory before me, which was made about the year 1600, there are these items:

"A tynnen quart, 10*d.*; a square tynnen pot, 6*d.*" Better go back to *tynnen* than lose *golden* and its fellows.

CONVENE is much perverted from its true meaning by many people who cannot be called illiterate, thus: The President convened Congress. *Convene* (from *con* and *venio*) means to come together. The right word in this case is *convoke*, which (from *con* and *voco*) means to call together. The President convokes Congress in special session, and then Congress convenes. *Convene* is misused in the Constitution itself, which is singularly free from errors in the use of language.

COMMENCE.—There is a British misuse of this word which is remarkably coarse and careless. British writers of all grades but the very highest will say, for instance, that a man went to London and commenced poet, or commenced politician. Mr. Swinburne even says that "Blake commenced pupil." A man may commence life as an author, or a politician, or he may commence a book or any other task, although it is better to say he begins either. But it is either a state or an action that he commences. Commence cannot be properly predicated of a noun which does not express the idea of continuance. It may be said that a woman commences married life, or that she commences jilting; but not that she commences wife, or commences jilt, any more than she ends huzzy.

SAMPLE ROOM. — This confluent eruption has appeared on signboards all over New York during the last few years. Thus used it means, not a room in which samples are displayed, but simply a place at which spirits and beer may be had by the glass, and is a nauseous attempt to sweeten bar-room, ale-house and tavern. Its history is a very disgusting one. It first appeared in small, shamefaced letters over the doors of partitions put up across the back part of certain so-called wholesale wine and liquor stores; and it told of men sponging up liquor by samples until it became necessary to say that if they "sampled" they must pay; and then of the self-styled wholesale wine merchant, who was above keeping a bar, finding that it was profitable as well as gentlemanly to ask acquaintances to "sample" his liquors; and of this sham being kept up until a screen or partition had to be put up to hide the multitudinous "samplers" and the multifarious "sampling" from the public and the police; and, finally, of the spread of this "gentlemanly" way of

keeping a tippling house; so that the very sight of the word is enough to make one's gorge rise. Very worthy and well-behaved, and even intelligent men, do keep bars and taverns; but if they do, let them say so. When I see *sample room* over a door, I feel a respect for a bar-room, and as if I could take to my heart a man who owned that he kept a grogshop.

SECTION. — A horrible Americanism for neighborhood, vicinity, quarter, region: as, for instance, our section, this section of country. It is western, of course, but has crept eastward against the tide. It is the result of the division of the unoccupied lands at the West, for purposes of sale, into sections based upon parallels of latitude and longitude. Emigrant parties would buy and settle upon a quarter-section of land; and they continued talking about their section, even after they had homes, and neighborhoods, towns, villages and counties: a fashion which, even with them, should have had its day, and in which they should not be imitated.

EXTEND. — The fondness for fine words leads lecture committees, and other like public bodies, to propose to "extend an invitation" to one distinguished man or other, instead of merely inviting him, or giving him an invitation: and in the dedication of a book before me, of some ability, upon an important literary subject, the compliment is said to be paid "in remembrance of the kind interest extended to the author." An interest may be taken or shown in a man, or his labors; but to extend interest is merely to make interest larger. A man who has ten thousand dollars in a company, and puts in ten thousand dollars more, extends his interest in that company. And, moreover, as *extend* (from *ex* and *tendo*) means merely to stretch forth, it is much better to say that a man put out, offered, or stretched forth his hand than he extended it. Shakespeare makes the pompous, pragmatical *Malvolio* say: "I extend my hand to him, thus;" but Paul "stretched forth the hand and answered for himself." This, however, is a question of taste, not of correctness.

EVERY. — A gross misuse of this word has been brought into vogue within the last few years — the first offenders having been people who wished to be elegant, but who did not know enough to be correct; the others being their thoughtless followers. Thus, a manager is reported as having said that as a certain actor has

recovered his health, he, the manager, "has every confidence in announcing him;" and we see grateful people acknowledging, in testimonials, that in their trouble, such and such a captain, or landlord, "rendered them every assistance." This is absurdly wrong. *Every* is separative, and can only be applied to a whole composed of many individuals. Composed originally of the Anglo-Saxon *æfer*, ever, and *ælc*, each, its course of descent has been *everælc*, *everilk*, *everech*, *every*. It means each of all, not all in mass. It cannot, therefore, be applied to that which is in its very nature inseparable. The manager might as well have said that he had multitudinous confidence. He meant perfect or entire confidence; and the grateful people, that the captain rendered them all possible assistance. Such a sentence, too, as the following, from the work of an admired novelist, is absurd: "Every human being has this in common." All human beings might have something in common; but what every man has, he has individually for himself

Real Estate is a compound which has no proper place in the language of everyday life, where it is a mere pretentious intruder from the technical province of law. Law makes the distinction of real and personal estate; but a man does not, therefore, talk of drawing some personal estate from the bank, or going to Tiffany's to buy some personal estate for his wife; nor, when he has an interest in the national debt, does he ask how personal estate is selling. He draws moneys, buys jewels, asks the price of bonds. *Real estate*, as ordinarily used, is a mere big-sounding, vulgar phrase for house and land, and, so used, is a marked and unjustifiable Americanism.

Ventilate.—One of my correspondents objects, as many other persons have objected, to the use of this word in the sense of to bring into discussion, on the ground that it is a neologism. This use, of course, is metaphorical; and while we may say that a man airs his notions at a public meeting, or in a newspaper, I am not prepared to defend the good taste of saying that he ventilates them. But this use of *ventilate* is not a neologism, as appears by this passage in a state paper of the time of Henry the Eighth, quoted by Froude: "Nor shall it ever be seen that the King's cause shall be ventilated or decided in any place out of his own realm."

Religion is constantly used as if it were a synonyme of *piety*,

to the obliteration of a very important distinction in ethics, and the consequent misleading of many minds. Religion is a bond, according to which all who acknowledge it, assume the performance of certain duties and rites having relation to a Supreme being, or to a future state of existence, or to both. Piety is that motive of human action which has its spring in the desire to do good, in the reverence for what is good, and in the spontaneous respect for the claims of kindred or gratitude. There are many religions; there is but one piety. Judaism is a religion; Mohammedanism is a religion; Christianity has become a religion, within which are two religions, the Roman Catholic and the Protestant. And as to which of all these is the true religion, very different views are honestly held by Jews, Mohammedans, Roman Catholics and Protestants, all of whom may be pious with the same piety. Socrates inculcated piety; but when on his death-bed, with his last breath, he reminded his friend to sacrifice a cock to Esculapius, he conformed to the rites of a religion he was put to death for attempting to undermine. When Christ kept the Passover, he conformed to a rite of Judaism into which he had been born and into which he had been bred. But he was put to death by the priests and the Pharisees, chiefly because he taught the needlessness of that very religion. The Sermon on the Mount teaches not religion, but piety.

Balance, in the sense of rest, remainder, residue, remnant, is an abomination. Balance is metaphorically the difference between two sides of an account—the amount which is necessary to make one equal to the other. It is not the rest, the remainder. And yet we continually hear of the balance of this or that thing, even the balance of a congregation or an army! Thus language can be made hideous.

Storm is misused by many people, who say that it is storming, when they mean merely that it is raining. A storm is a tumult, a commotion of the elements; but the rain may fall as gentle as mercy. There are dry storms. Women sometimes storm in this way; with little effect, however, except upon very weak brethren. But the gentle rain from a fair woman's eyes, few human creatures, not of her own sex, can resist. A dry storm not unfrequently passes off in rain. Hence, perhaps, the confusion of the two words.

Resident Editors' Department.

SAN FRANCISCO SCHOOLS.

Summary of the Reports of the City Schools of San Francisco, for Four Weeks, ending Friday, April 24th, 1868.

SUMMARY.	Whole Number of boys enrolled on the Register.	Whole Number of girls enrolled on the Register.	Total No. enrolled.	Average Number belonging.	Average daily attendance.	Percentage attend'ce on av. No belong'g	No. new pupils enter'd who have not before attended City Public Sch'ls during year.	No. rec'd by transfers from other Schools.	No. Pupils re-entered.	No. transferred.	No. left.
High Schools.....	104	105	209	205.0	201.0	.980	0	0	1	0	2
Grammar Schools..	1,598	1,759	3,357	3,147.1	2,956.7	.939	42	19	62	14	164
Primary Schools...	5,607	5,057	10,664	9,617.4	8,870.0	.922	456	125	466	69	674
Mixed Schools.....	145	53	198	175.4	140.9	.803	40	0	10	0	13
Grand Totals...	7,454	6,974	14,428	13,144.9	12,168.6	.925	539	144	479	83	853

TABLE—*continued.*

	No. registered for admission.	Total No. expelled.	Total No. promotions	Total No. instances of truancy.	Teachers' Attend'ce. No. days absent.	No. times tardy.	Time lost by tardiness.	Time lost by absence during sch'l hours.	Record of Visits. No. visits to parents made by teachers.	No. visits made by School Directors.	No. of visits by Sup't.	No. school visits made by other persons.
							h. m.	h m				
High Schools.....	0	0	0	0	4	3	28	9 00	13	2	1	26
Grammar Schools..	7	2	1	26	17	31	3 49	10 45	146	34	21	350
Primary Schools...	353	5	10	77	65	75	9 44	20 25	288	133	61	564
Mixed Schools	0	0	0	0	0	3	1 00	0	11	3	1	9
Grand Totals...	360	7	11	103	86	112	15 01	40 10	458	172	84	949

Examination of the Public Schools of San Francisco.—The examination of the various Primary, Grammar, and High School, during the month of May, was conducted with unusual thoroughness and fairness. The examination questions for admission to the High Schools, were the most carefully prepared, and the best we have ever seen used. As a general rule, the examinations show that the schools have been well taught. All the questions were in printed form, and were conducted in writing, except in the lower grade primaries.

School Census.—The City Census Marshals have been appointed. We think the census will show 25,000 children between five and fifteen years of age.

Cheap Teachers.—We have received several applications for male teachers at a salary of $40 a month and board. Our agency is not established to recommend teachers at such wages. We will not recommend any male teacher who is willing to teach at such rates. We believe neither in cheap teachers nor cheap certificates. We want no such applications.

The New Manual.—The Revised Manual has been adopted by the Board of Education. The new course of study is much more complete than the old, and raises the grade of the Grammar and Primary Schools.

Roll of Honor—North San Juan Grammar School, for Term ending April 3d., Geo. W. Stoddard, Teacher.—Elwin Skinner, standing, 98; R. S. Lisson, 97; Oscar E. Hill, 96; Harold E. Spooner, 96; Willie Chapman, 95; David Heriot, 94; Robert Heriot, 94.

Roll of Honor—Ocean-View School, (Alameda Co.) for the month ending May 1st, 1868.—Masters: Edward Everding, Arthur Loring, William Galbraith, Edward Mendenhall, and Moses Unda. Misses: Etta B. Moore, and Clara Everding.

Roll of Honor—Corral Grammar School, for the Term ending April 24th, C. M. Lovett, Teacher.—First Grade: Emma Henderson, Susie Simpson. Second Grade: Bertha Lovridge, Oliver White, Lydia Parshley. Third Grade: Lodicea Henderson, Jennie Carmichael, Mary Mardon. Standard, 90 per cent

New Books.—The following new books have been received:

Kiddle's New Manual of the Elements of Astronomy, Descriptive and Mathematical, comprising the latest discoveries and theoretic views, with directions for the use of the Globes, and for studying the Constellations. In cloth, 12mo, 284 pages. By Henry Kiddle, A. M. Ivison, Phinney, Blakeman & Co., Publishers.

Those teachers who like to *go through* a book and are satisfied with glib definitions and verbatim recitations, will see nothing in this book to admire except the terse definitions and perspicuous statements which attract one's attention on every page. Those, however, who reckn their progress by the *unforgetable* work done, rather than by the pages gone over, will read this book with peculiar pleasure. The boy, who in his daily recitations is made to throw into common arithmetical proportion the elements of the planets, will not be likely to confound diameters with distances. He will be in a position at any time to supplement his memory with his judgment, and deduce for himself what in most cases is given over to oblivion as soon as memory has lost its hold upon it. It would be indeed strange, if the talented Superintendent of New York, with his ample opportunities for studying educational science and art, could write a book on so fascinating a subject without making it well worthy of general favor.

M.

Handbook to the Mastery Series. By Thomas Prendergast, New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 90.

The Mastery Series. French. By Thomas Prendergast. New York: D. Appleton & Co. San Francisco: A Roman & Co. pp. 115.

The Mastery Series. German. By Thomas Prendergast. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 98.

It is natural for elderly gentlemen to look with suspicion upon any new method of acquiring the knowledge of foreign language; and when a person unknown before proposes to reverse in every essential the course commonly pursued, it is with difficulty that an impartial hearing can be granted.

We confess that the "Mastery Series" is open to serious objection because of its revolutionary tendency. Still, attracted by the common sense way in which Mr. Prendergast sets forth his theory, we have read the Handbook through, and if not fully convinced we are thoroughly silenced. If the Mastery Series does not succeed in giving a good command over the common utterances of a language, it certainly ought to. We commend to our readers a perusal of the Handbook. It is worth while to consider carefully its principles, and it would seem entirely practicable to apply them in the method suggested by the author.

On Both Sides of the Sea; a Story of the Commonwealth and the Restoration. A Sequel to "The Draytons and the Davenants." By the author of Chronicles of the Schonberg Cotta Family. New York: M. W. Dodd. San Francisco: H. H. Bancroft & Co., 1867. pp. 510.

This book gives the leading occurrences in English history from the death of Charles I to the accession of William and Mary. Many are willing to glean a knowledge of past events, when embodied in a work of fiction, who would be repelled, if these truths were deprived of their attractive dress.

Instead of mere, dry detail, facts are here so interwoven with graphic, domestic narrative that the reader may almost fancy himself in an English household of the seventeenth century, partaking of the prejudices and animosities excited by the civil war.

The Chimney Corner. By Christopher Crowfield. Author of "House and Home Papers," and "Little Foxes." Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 311.

These papers, first written for "The Atlantic Monthly" by Mrs. Stowe, are worthy of being collected in one volume. They treat of various practical questions, among which are "Woman's Sphere," "Is Woman a Worker," "Bodily Religion; a Sermon on Good Health." "How shall we entertain our Company?" "How shall we be Amused?" "What are the Sources of Beauty in Dress?" and upon all these subjects the author has dwelt with a suggestiveness eminently justifying commendation. We suspect that the two closing papers—"The New Year," and "The Noble Army of Martyrs"—would not be pleasant reading for our Democratic brethren whom we hereby warn against reading them; but the rest of the volume will bear reading by all men "without distinction of race or color."

HARPER'S PHRASE BOOK; or Handbook of Travel Talk for Travelers and Schools. Being a Guide to conversations in English, French, German, and Italian, on a new and improved method. Intended to accompany "Harper's Handbook for Travelers." By W. Pembroke Fetridge, author of "Harper's Handbook," assisted by Professors of Heidelberg University. With concise and explicit rules for the pronunciation of the different languages. New York: Harper & Brothers. San Francisco: A. Roman & Co. pp. 309.

The purpose of this book is so fully set forth in the title page there is no need of enlarging upon it in any labored notice. Confessing our incompetency to pronounce with certainty upon the success which our author has achieved, we must say that the book seems to us admirably adapted to assist travellers in Europe who may not have previously acquired a knowledge of the principal modern languages.

LIFE, LETTERS AND POSTHUMOUS WORKS OF FREDRIKA BREMER. Edited by her sister Charlotte Bremer. Translated from the Swedish by Fedr. Wilson. New York: Hurd & Houghton. San Francisco: A. Roman & Co. pp. 439.

We have found this an entertaining volume. The first hundred pages consist of a gossippy account of Miss Bremer's home life, and present a lively sketch of the training given to children in the higher classes of society in Sweden in the beginning of the present century. We are instructed in the method pursued in the study of Geography. "On the map lying before us, she made us a present of empires and kingdoms in those parts of the world which we were studying at the time. When, for instance, I got France and Fredrika England, we were very anxious to become thoroughly acquainted with all the provinces, towns, and cities, bays and boundaries of the country which we were governing, and this afforded us a great deal of pleasure. But Fredrika always knew all the produce of her kingdom much better than its boundaries; the latter she could never remember. (p. 26.)

Another feature in the education of Fredrika Bremer is worthy of extended imitation. "After our confirmation my father wished Fredrika and me to go through a regular training in household duties, and to learn the art of cooking. In the beginning we had each our week, when under the superintendence of the housekeeper we had to give out to the cook everything that was required for the various meals, and to see that nothing was wanting at table. Later in the summer a clever superior cook was engaged from Stockholm, and as we were to learn to prepare the most delicate dishes, we had a feast every day. Many times in my life have I gratefully acknowledged my parents' wise idea to let us learn thoroughly all that belongs to the management of a house and household. A wife who has learned all this in her youth becomes quite independent of her servants' ignorance, and will have everything in her house good, but less expensive than if she had no experience in these matters. For two summers the Stockholm cook stayed with us at Arstar a couple of months each time." (p. 37.)

THE SEXTON'S TALE, AND OTHER POEMS. By Theodore Tilton. New York: Sheldon & Co. San Francisco: H. H. Bancroft & Co. pp. 173.

In this well printed volume we have several of the best poems of the decade. "The True Church" we always read with high pleasure; and we may say of the entire collection that it will live and worthily live after all the productions of Mr. Tilton in his "Independent" newspaper will be forgotten, and worthily forgotten.

DAVID, THE KING OF ISRAEL: a portrait drawn from Bible History and the Book of Psalms. By Fredrick William Krummacher, D.D., author of "Elisha the Tishbite," &c. Translated under the express sanction of the author, by the Rev. M G. Easton, M. A. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 518.

In the thirty-three chapters of this biography we have a picturesque grouping of the events in David's life, his emotions at different periods of his history, and the gems of religious thought which have made the "Sweet Psalmist of Israel" the world's favorite through the ages. The deep fervor of Dr. Krummacher's piety is nowhere more fully manifested than in the volume before us, which sets forth the man David as well as the inspired Poet and Prophet, causing it to seem more a reality that there was indeed once a living man compounded of emotions, aspirations and dejections, similar in kind to those which are current among men of this later day. We cordially commend this book, especially to the so called "orthodox" among our readers.

VULGARISMS, AND OTHER ERRORS OF SPEECH: including a chapter on taste, and one containing examples of bad taste. Philadelphia: Claxton, Remsen & Haffelfinger. San Francisco: A. Roman & Co. pp. 194.

This is a little volume of some value as bringing within a moderate compass a goodly amount of practical information, available and useful to many who could not secure the abler and more extended works of Marsh, De Vere, etc. A list of words is given with their correct pronunciation, and a copious index places the various points of the book at the control of the student.

A TREATISE ON METEOROLOGY, with a collection of Meteorological Tables. By Elias Loomis, LL.D., Professor of Natural Philosophy and Astronomy in Yale College. New York: Harper & Brothers. pp. 305.

A glance over the pages of this new work is sufficient to convince the reader of its utility and importance. The time since it was received has been too short for the examination it justly demands; and we defer extended notice, only assuring our readers at present that they can obtain much instruction in as attractive form by carrying this volume with them during vacation.

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THE

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ADDRESS OF STATE SUPERINTENDENT FITZGERALD,

Before the State Teachers' Institute, at Lincoln Hall,

SAN FRANCISCO, JUNE, 17TH, 1868.

Ladies and Gentlemen of the State Teachers' Institute:

As this is my first general meeting with the teachers of the State, I hope you will allow me a few remarks of a personal character without exposing myself to the imputation of egotism or bad taste. And first of all permit me to say, that in taking the place and entering upon the duties devolved upon me by the voice of the people of California, I feel that I am no intruder into the ranks of the noble army of educators. I am no new recruit. All my life I have been an humble but earnest and willing worker in the cause of Popular Education. I have sat in the pedagogue's chair. I have wielded as well as felt the retributive birch. It is true that I have for many years been engaged in another vocation—the only one which I acknowledge to be higher than that of teacher. And if I should bring to my present duties something of the sense of responsibility to God, something of the regard for the higher interests of my fellow beings which are supposed to belong particularly to my other calling, I trust that I will not thereby be the less fitted for the duties of my position. While I have no exalted opinion of my own capabilities, I am conscious of an honest purpose to do my duty. This purpose will be the inspiration of my labors and of whatever success I may achieve.

Through the press, and in public addresses, I have already intimated the spirit in which I enter upon my work. I have no partisan, sectarian, or sectional ends to accomplish. I have political opinions, and there never was a moment of my life when I was ashamed or afraid to avow them on proper occasions. Whenever I have an opinion on any subject that I am ashamed to acknowledge, I will abandon it. But while I have political opinions, I am no partisan in the narrow and objectionable sense of the term. I have mingled in the throngs that crowd the thoroughfares of our great national city of New York. I have seen the Mississippi river. I have crossed the Atlantic ocean. I live in this epitome of the world, San Francisco, and the deep diapason of the mighty Pacific may be heard any still day from my office window. If all this does not liberalize a man's ideas and widen the circle of his sympathies, he is out of place in this age and country. Whatever an individual might think and feel as an individual, he should at least be free from all partisanship in his official relation to the public schools. All parties are taxed alike for their support; all have equal rights, and all should be treated with equal respect. Our schools are not Democratic or Republican: they are not Northern or Southern, Protestant or Catholic. But they are *American*, and our text books and oral instructions in the school room should inculcate and cherish a sentiment of American nationality, a love of our whole country, and a pride in its glorious history. We have had a civil war, but it is over, and does not every good man and woman say, in God's name, let it *be* over! Sensible families, when they have had a domestic difficulty, do not seek every opportunity to re-open the old wounds, and rekindle the embers of strife: but as far as possible, will, by mutual forgiveness and forgetfulness, bury their trouble forever. So we should act with reference to our national family difficulty. Both the guilty and the innocent have been sufficiently punished. A wise teacher, when forced to chastise a pupil for a fault, performs the disagreeable duty, and is done with it. He never punishes twice for the same fault, nor will he be forever ringing in the aching and reluctant ears of the already punished child the story of his error. The war is over, and the passions of the war should be permitted to die with it. No songs should be sung which are intended or calculated to excite hatred or contempt

toward any portion of the American people. Our songs should breathe the spirit of peace, concord and affection which should prevail among citizens of a common country, and children of our Father above.

I trust I am no sectionalist, though I do not assume to be lacking in that universal sentiment that binds the heart with cords of imperishable affection to the home of childhood. But California is my home. Here I have lived the best years of my manhood. Here I expect to remain. Here I expect to die and be buried when my work is done.

Neither have I entered upon my duties in the spirit of a sectarian. Strictly speaking, there can be no such thing as a sectarian in this country. A sectarian is one who opposes the established religion or prevailing denomination. Now, in this country we have no established religion, and I thank God for it. And we have so many different sects that no one of them can properly be called a "prevailing denomination;" but I scarcely know whether to thank God for that or not! That is, while I am glad that we have no compulsory uniformity of faith and worship, I think we have somewhat overdone the thing in the way of multiplying denominations. I have my religious opinions, and they are dearer to me than life. I proscribe no man from holding different opinions from mine. Neither should any man proscribe me because of my religious views. Protestants and Catholics, Jews and Gentiles, stand on a level under our system. Every man is responsible to God alone for his religious opinions and practice. If I have religion enough to save my own soul, I shall be glad; but I have no desire to teach it by law to my neighbor's children, or to force it upon the consciences of other people. That is what I understand by liberality: to have your own views, and to be willing that your neighbor should have his. That is the liberality I have always practiced heretofore. As I grow older I think I become more charitable in my judgment toward my fellow men. A thousand prejudices of education and association have been modified or banished altogether from my mind, by contact with those whom I formerly knew only through the medium of a one-sided literature, or of whom I knew next to nothing whatever. I shall trouble no man, woman or child, because of his or her religion or lack of religion. At the same time, I shall always try to remember that there is a God to whom I am

responsible, to whom I owe reverence, obedience and affection. If we forget this fact as a people, the bump of reverence will ultimately disappear from the national cranium. And when this sentiment or element of character is gone, we will go to destruction surely and speedily. Where this sentiment is lacking, there is no basis on which to build a strong, pure and lofty character. You can have no pure morality that is not based on a recognition of God and the acknowledgment of responsibility to Him. This much my reading of history, my observation of society and my common sense teach me. But this is not sectarianism. Catholics and Protestants, Jews and Gentiles, the religious and the irreligious, will all agree with me in this. We all want a sound morality, resting upon a true foundation; but this does not involve the necessity of recognizing or patronizing any particular sect or body of religionists. To this I am utterly opposed, as incompatible with our theory of government, which proclaims an entire separation of Church and State. I fully endorse this theory, and hope we shall always conform to it in practice. The union of Church and State has always been attended with one result—the corruption of the Church, and the disorganization of the State. History is full of examples.

Thus much I trust will be pardoned in the way of a general glance at the subject of Popular Education, and my personal relations to it.

Passing now to the more immediate objects of this gathering, I congratulate these honored and worthy representatives of the cause on the condition and prospects of Popular Education in California. I invite your attention to a statistical glance at the subject:

Whole number of school districts	981
Whole number of schools	1,083
The number of male teachers	616
The number of female teachers	773
Whole number of children, between five and fifteen years of age	94,379
The average monthly salaries of male teachers	$ 77
The average monthly salaries of female teachers	64
The amount raised for public schools (1867)	1,287,000
The State apportionment (1867)	260,000
Amount raised by county and city school taxes	600,000
Amount raised by district taxes, voted by the people	73,000
Amount paid for teachers' salaries	700,000
Amount expended for school houses	257,000

The reports for the current year will probably show a considerable enlargement of these figures; for the result of my personal observations and the intelligence that reaches me from every quarter convince me that such will be the result.

Though a change has taken place in the administration of the School Department, thus far it has been attended with none of the evils which some seemed to dread. The only material change or amendment to the School Law made by the last Legislature was that increasing the rate of taxation for school purposes and school building—the former being raised from fifteen to thirty cents, the latter from thirty-five to seventy cents on the one hundred dollars. This does not look like destroying our schools.

I prepared and caused to be introduced into the Assembly an amendment to our School Law, authorizing the appointment of Deputies by County Superintendents, who could sign warrants and perform other duties of similar character in the absence of Superintendents. The need of such an enactment is obvious in large agricultural and mining counties, where the County Superintendents are often necessarily absent for several days at a time. This amendment did not come before the other branch of the State Legislature in time to be acted on—but by no fault of mine.

An appropriation was asked from the Legislature for the State Normal School, for the purpose of purchasing an apparatus for that institution; but owing to inactivity in one quarter and direct opposition in another, it failed.

With regard to our present School Law, I purposed to act with a conscientious caution in the matter of proposing changes. I was and am disposed first to observe its practical workings; to be conservative rather than revolutionary, according to the Divine injunction, to "prove all things, and hold fast that which is good." That our school system or any other is now perfect, no one will claim. No work of human origin is absolutely perfect, and all living institutions must progress or decay and perish. But rash experiment is not progress, and nothing is more contemptible than a petty ambition to obtain the name of a reformer by recklessly assailing or tearing down the work of others. I would not pluck a leaf of laurel from the brow of any earnest and faithful laborer in the cause of education. I would not disparage or undervalue the labors of my

worthy predecessors—Hubbs, Moulder and Swett. Where they did well, I will try to imitate them. Where I think they erred, I will try to improve.

The most important measure of the last Legislature was the passage of the bill to create and organize the University of California. This grand enterprise has been inaugurated under circumstances the most auspicious and gratifying. In the Legislature it received the support of all parties alike, and thus far not a note of discord has been heard among those who have brought it into being and are entrusted with its management. All seem to agree that it is to be established on a basis purely scientific and literary, excluding forever all partisan control and religious quarrels. The moment political parties or churches begin to quarrel over a literary institution of this character, its epitaph may be written. It was the avowed purpose of those who framed the bill creating and organizing the University of California to so frame it that it would be forever impossible for any party to run it as a political machine, or for the various religious denominations to fight for the ascendency in its management. The Board of Regents is now fully organized, representing the several great business interests of the Commonwealth, with a due proportion of cultivated men of literary tastes and antecedents. The University of California is a fact! It is organized on a basis that challenges the good will of every citizen of our State, and I confidently believe is destined to take rank at an early day with the noblest institutions of the world. The University fund now available, or which can be made so in a short time, amounts to more than half a million of dollars. We have money; money will command talents and teaching facilities; talents and adequate teaching facilities will command success.

The University is properly an integral part of our public school system. It has features which bring it in direct relation to the whole system, and make it the crown of the whole, the apex of the educational pyramid, whose foundations reach the humblest and poorest of the children of the State, and whose summit will be radiant with the brightness of cultivated intellect and the glory of genius! Officially, Ladies and Gentlemen Teachers, members of the Institute, I represent you on the Board of Regents, and I take some pleasure in the reflection that I had a humble measure of in-

fluence in securing the passage in its present form of the bill creating and organizing the University of California. The University will be a co-worker with you; it will put the finishing touches upon the marbles that you will lift from their native quarries and fashion them into intelligence, honor, truth, and all the elements of a noble manhood.

The State Normal School has just closed a most successful term. Though yet in its infancy, it is prosperous and progressive. The thirty-nine graduates just sent forth from its halls reflect honor upon the school, and wherever they go will furnish practical evidence of its great value to our school system. The resignation of Mr. Tait, the able and efficient principal, in the middle of the session, was deeply regretted. In his retirement from regular service as a teacher, the department of education loses a valuable laborer. To Mr. Carlton, who succeeded Mr. Tait as Acting Principal, the gratifying results of the work of the session are largely due. His long experience in Normal School teaching, and special excellence in "normal training," are well known, and the Board of Normal School Trustees exhibited their appreciation of his value by re-electing him Vice-Principal without a dissenting voice. Dr. Lucky, the newly-elected Principal, has a well established reputation as an able and successful teacher. His election gives general satisfaction, and all his antecedents promise a successful administration.

At the meeting of the State Board of Education, held in December last, the subject of text-books was considered, but no action was taken. It was thought best to wait until this meeting of the Institute, in order that the Board might have the advantage of those best qualified to judge of the relative merits of books for the school room—that is to say, practical teachers. Whatever changes might be desirable, but few are feasible, the law requiring the use of any book for four years after it has once been adopted by the Board. The wisdom of such a requirement I will not question, though at times it may operate to secure the retention of works of inferior merit to the exclusion of better ones. For myself, I should be slow to act on my own individual opinions in this matter, but would prefer to be guided mainly by the judgment of teachers. When this subject comes up, I hope there will be a free, courteous and candid

interchange of opinion, and that your action will embody the result of the aggregate judgment and varied experience of the members of the Institute. With other gentlemen present, who belong to the State Board of Education, I shall be happy to convey to that body the conclusions to which you may arrive for their enlightenment and direction.

In behalf of the cause, I plead for kindness of spirit and harmony of action. Let us not denounce those who differ from us in opinion, nor be hasty to impugn their motives. Let us canvass the subjects that come before us calmly and soberly, and yielding to the voice of the majority, let us learn all we can from the teachings of experience, and make all the improvement we can. Acting together in this spirit, I am not without hope that we may all live to see the day when the various views and conflicting feelings of our cosmopolitan population will be harmonized in favor of a school system that shall develop the highest types of manhood and womanhood, and thus make our loved and beautiful California a center of intellectual influence, the abode of intelligence, virtue, honor and true glory.

PROCEEDINGS STATE TEACHERS' INSTITUTE.

San Francisco, Tuesday, June 16th, 1868.

The California State Teachers' Institute was called to order in Lincoln Hall, San Francisco, on Tuesday, June 16th, 1868 at ten and a half A.M. by State Superintendent Fitzgerald.

The proceedings were opened with prayer by Rev. Dr. Phelps. Superintendent Fitzgerald then introduced Col. T. H. Holt, who delivered a stirring address. After this the Institute proceeded to organize.

On motion, Mr. Francis J. Leonard, of San Francisco, was unanimously chosen Secretary, and Mr. M. M. Scott, of Alameda, Assistant Secretary.

All the County Superintendents present, and Mr. A. H. Goodrich, were appointed to act as Vice Presidents during the session of the Institute.

On motion, the Chairman appointed the following gentlemen a Committee to report the Order of Business: Messrs. Lucky, Bern.

Marks, S. White and Pryor, of San Francisco, with Mr. Nicholson, of Santa Clara.

On motion, it was resolved that the Committee on Order of Business should also constitute the Committee on Nominations. It was also resolved to establish a Committee on Introduction. The Chairman postponed the appointment of this Committee to a later period.

Superintendent Denman, of San Francisco was then added to the Committee on Order of Business. During the deliberation of the Committee on Order of Business, a Committee, consisting of Messrs. Knowlton, Williams, Miss Freel, Miss Stone, Miss Fowler and Miss Heydenfeldt, was appointed to take the names of those present. A recess was then taken until the Committee should present its report.

The recess having expired, the Institute was called to order, and the report of the Committee on Order of Business presented. The following recommendations were adopted:

1. That the morning session be from ten to twelve M.; and the afternoon session from two to four P.M.

2. That after any Essay, there be a general discussion on that subject—each speaker being limited to five minutes.

It was then announced that Mr. E. J. Schellhouse, of Yolo, would deliver an address on Grammar, at two P.M.

The Committee also presented the following subject for discussion:

Resolved, That one important cause of the want of success in our schools is the frequent change of teachers.

A vote having been taken on the resolution, it was adopted.

The Committee asked for time to make a further report. Further time was granted.

The question of an evening session was placed before the Institute, when it was resolved to hold one on Wednesday evening.

The Chairman appointed the following members of the Institute a Committee of Introduction: Prof. Knowlton, Mr. Denman, Prof. Williams, Miss Freel, Miss Fowler and Miss Heydenfelt.

The Chairman announced that he had made arrangements with the California Steam Navigation Company and San José Railroad Company, to carry teachers at reduced rates. After a few announcements, the Institute adjourned till two P.M.

TUESDAY AFTERNOON, June 16th, 1868.

The Institute assembled at two and a half P.M., Superintendent Fitzgerald in the Chair.

A portion of the minutes of the morning session were read and approved.

The Chair announced the following Committees:

Committee on Text Books—Messrs. Braly, of Santa Clara, Upham, of Yuba, Mackall, of Lake, Shearer, of Santa Clara, and Flood, of San Francisco.

Committee on Resolutions—Mr. Myrick, of San Francisco, Messrs. Nicholson, of Santa Clara, Simonton, of Solano, Swett, of San Francisco, and Gillespie, of Napa.

Mr. E. J. Schellhouse then entertained the Institute with an able dissertation on Grammar. This was followed by an interesting discussion on the methods of teaching Grammar.

The Institute then took a recess of fifteen minutes.

After the recess it was resolved to postpone the subject for discussion until again brought up by the Committee on Order of Business.

The Chair appointed the following a Committee on Music: Mr. Kerr, of Sacramento, Mr. Pryor, of San Francisco, Mrs. Griffith, of San Francisco, Mr. Gough, of San Francisco, Miss Fowler, of San Francisco, Miss Berks, of Sacramento, Mr. Heald, of Santa Clara, Miss Whitney, of Santa Clara, Miss Bessie Halloway, of San Francisco.

The Committee on Order of Business then presented the order of business for Wednesday.

It was then resolved to change the time for assembling in the morning from ten to nine. After some remarks by the State Superintendent, the Institute adjourned to nine A.M. Wednesday.

WEDNESDAY MORNING, June 17th, 1868.

The Institute assembled at nine and a quarter A.M., Superintendent O. P. Fitzgerald in the Chair. After prayer by Dr. Lucky, the Committee on Music entered on the discharge of its duties. The

minutes of the previous session were read and approved. The following subject was then taken up for discussion:

Resolved, That one important cause of the want of success in our schools, is the frequent change of teachers.

The discussion having been general and very entertaining, the Institute voted to prolong it.

State Superintendent O. P. Fitzgerald then delivered an able address to the teachers, indicating his policy in the administration of his office, and presenting very interesting statistics.

The following resolution was then unanimously adopted:

Resolved, That the thanks of the Institute be tendered the State Superintendent, O. P. Fitzgerald, for his able and patriotic address, and that a copy be requested for publication.

The Institute then took a recess of ten minutes.

After recess, an interesting Essay on Language, by Thomas Nicholson, of Santa Clara, was followed by a short discussion.

W. W. Kennedy, of Santa Clara, then followed with a brief illustration of his method of teaching colors.

The following resolution was then adopted:

Resolved, That punctuality to the hours of meeting should be more exactly observed by the members of the Institute.

The Institute then adjourned to meet at one and a half P.M.

WEDNESDAY AFTERNOON, June 17th, 1868.

The Institute assembled at one and a half P.M.

Superintendent Fitzgerald in the Chair.

The minutes of the morning session were read and approved.

A very able and well delivered Address on Mathematics was delivered by T. C. Leonard, Teacher of Mathematics in the Boys' High School, eliciting universal approval.

After which, a discussion on the merits of the Higher Mathematics took place, most teachers taking ground that the teaching of Geometry in schools should be adopted.

The Superintendent then stated that no report of any Committees had been received.

A resolution was then introduced and approved, "that the interests of State and County Institutes are better subserved by short

and free discussions on the practical duties of the school rooms, than by lengthy *lectures*."

Also a resolution introduced, that teaching of Music should be one of the requisites of a teacher, was tabled.

The Institute then took a recess of five minutes.

After recess, the special order for the hour was postponed until Friday morning.

By permission, Mr. Marks then made some remarks on the teaching of Music.

A resolution was then introduced and passed, that, "it is the sense of this Institute that each county employ a Music Teacher, to divide time among the several schools."

An invitation to visit the Rooms of the Mercantile Library Association was received; and the thanks of the Institute tendered for the courtesy.

The Institute then adjourned to eight P.M.

WEDNESDAY EVENING, June 17th, 1868.

The Institute assembled at 8 P.M. pursuant to adjournment, Superintendent Fitzgerald presiding.

The Minutes of the afternoon session were read and approved.

A motion to waive the regular order of business, viz: the Reports of County Superintendents, was lost.

The following County Superintendents then presented short verbal reports, showing the condition of the Schools in their districts: Messrs. Preston, of Nevada; Gillespie, of Napa; Denman, of San Francisco; Braly, of Santa Clara; Mackall, of Lake; Thurber, of Contra Costa; Fuller, of Alameda; Simonton, of Solano; and Dr. Trafton, of Sacramento. The Reports were instructive and to the point, and excited very general interest.

The following recommendation was unanimously adopted:

That the State Board of Education be requested to place the Manual adopted by the San Francisco City Board of Education, in the list of Library Books.

After several announcements, the Institute adjourned till Thursday morning, at 9 A.M.

THURSDAY, June 18th, 1868.

The Institute assembled at 9¼ A.M., Superintendent Fitzgerald in the chair. Mr. Gillespie, of Napa, opened with prayer. The Minutes of the previous session were read and corrected. The following resolution was then introduced for discussion:

Resolved, That the influence of teachers should be directed to urge pupils to adapt themselves to the practical exigencies of life.

After the discussion, Mr. Carlton, of the State Normal School, entertained the Institute with a very interesting talk on Normal Training.

An essay on "Man as a Progressive Being," created considerable surprise. After a few remarks on the subject, the Institute voted to discontinue the discussion. The Institute then took a recess for five minutes.

After the recess, Prof. Knowlton delivered a practical and interesting lecture on Elocution. The discussion on this subject was postponed to hear a most excellent paper on Orthography, by Miss L. T. Fowler.

On motion, it was resolved that when the Institute does adjourn, it adjourn Friday, at 12½ P.M.

On motion, it was resolved to have an evening session at 8 P.M., this evening.

The Institute then adjourned.

THURSDAY AFTERNOON, June 18th, 1868.

The Institute was called to order at 2¼ P.M. The Committee on Resolutions presented their report which was read and received.

The Institute then adopted the following resolutions reported by that Committee:

1. *Resolved*, That as there is no National system of education in the United States, it is incumbent upon the Legislature of this State to provide by legal enactments, for the common school education of every child in the State, between the ages of six and twenty-one years inclusive.

2. *Resolved*, That in extending the benefits of a common school education throughout the whole domain of this great State,

no distinction should be made between the children of the poor and those of the rich.

3. *Resolved*, That the system of public education as provided for by the State, should be based on a direct tax upon the property of the State, and this direct tax should be sufficient to extend the benefits and blessings of a common school education to every child in the State.

4. *Resolved*, That (we hope and trust that) the time is not far distant when with truth it may be said that there is no person of legal age in the golden State who cannot read and write and cipher.

5. *Resolved*, That all teachers employed in the public schools of this State should be subjected to a thorough examination by the proper authorities, before assuming the duties of their profession.

6. *Resolved*, That the sincere thanks of this Institute be most respectfully tendered to our worthy Superintendent of Public Instruction, the Hon. O. P. Fitzgerald, to the Hon. Members of the last Legislature, and his Excellency, the Governor, for the enactment and perfection of a State law, providing for the establishment and support of a State University for the higher education of the young men of this State.

7. *Resolved*, That the School-Law of the State should be so amended by the next Hon. Legislature, that the School District Trustees be authorized and required to maintain and support a public school in their districts for at least nine months of each year; and that where the present State and County funds are insufficient for said purpose that the Hon. Legislature should provide for such deficiency by increasing the amount of the State funds.

8. *Resolved*, That some specified time for holding examinations in the several counties of this State should be adopted, and that the time of holding the examinations by County Boards be simultaneous with the sessions of the State Board and with each other.

9. *Resolved*, That we believe a State Certificate should be evidence of fitness to teach, and therefore each applicant should be thoroughly examined.

Several resolutions were laid on the table, after which the Institute adjourned to 8 P.M.

THURSDAY EVENING, June 18th, 1868.

The Institute was called to order at 8¼ P.M., by Superintendent O. P. Fitzgerald. The Minutes of the morning and afternoon sessions were read and approved. The evening was mainly devoted to action upon resolutions which were reported by the Committee on Resolutions. The following were finally adopted:

Resolved, That music should be taught in the public schools of this State as a regular branch of education.

Resolved, That we consider the State Normal School, when rightfully and judiciously managed, as essential to the perfection of our admirable system of public instruction, and deserving the confidence and encouragement of all teachers and friends of education. The graduates of our Normal School, though it has been in existence but a few years, already take a deservedly high stand as teachers, in the estimation of the public, and we rejoice and cordially concur in the efforts which have been, and which are now being made to elevate the standard of education in the Normal School to a still higher point, so that the graduates shall be fully qualified, so far as instruction and training can qualify them, for the honorable position of teacher in any of the Grammar Schools of the State.

Resolved, That it is the wish of the members of this Institute that no more examinations be held during the meetings of the State Teachers' Institute.

Resolved, That this Institute sustain the action of the County Superintendents in naming eighty per cent. for the First grade, and seventy per cent. for the Second grade, and sixty per cent. for the Third grade, as the per cent. necessary to obtain certificates before County Boards of Examination.

Resolved, That the thanks of the Institute be extended to the California Steam Navigation Company, and to the various lines of railroads, for their kindness and courtesy in remitting and abating the fare on their various routes in behalf of teachers going to and returning from the State Institute.

The Committee on Text Books then presented their report. It was received and action upon its recommendations deferred.

The Institute adjourned to 9 A.M., Friday.

FRIDAY, June 19th, 1868.

The Institute was called to order Friday, at 9½ A.M., by Superintendent Fitzgerald. The Minutes of Thursday evening's session were read and approved.

The Report of the Committee on Text Books was then taken up and considered.

On motion, the Institute voted to recommend Brown's Grammar to the State Board for adoption.

Prof. A. L. Fitzgerald then favored the Institute with an excellent essay on the "Inevitable Grammar." It was well written and elicited universal commendation.

Dr. Henry Gibbons, Sr., then followed in some happy remarks on many subjects of importance to teachers.

The State Superintendent, on behalf of the Institute, thanked Dr. Gibbons for his address.

On motion, a Standing Committee of five were appointed to report on Text Books the first day of the next State Institute.

The Chair appointed the following to constitute such Committee: Thomas C. Leonard, H. P. Carlton, Thomas S. Myrick, San Francisco; D. C. Stone, Marysville; J. H. Braly, Santa Clara.

The introduction of Clarke's Intermediate Geography was referred to the Committee on Text-Books, just appointed.

It was also recommended that County Superintendents appoint Committees to confer with and report to the Committee appointed by the Institute.

Col. Thos. H. Holt, President of the San Francisco Board of Education, and Dr. Henry Gibbons were unanimously elected honorary members of the Institute. The thanks of the Institute were extended to Col. Holt for his kindness and courtesy to the teachers. Col. Holt replied in a brief but felicitous speech. The thanks of the Institute were then tendered the members of the press for their regular attendance and faithful reports. A vote of thanks to the Secretary, Francis J. Leonard, was also passed. The following resolution was then introduced and carried unanimously.

Resolved, That a vote of thanks be tendered our worthy and efficient Superintendent of Public Instruction, O. P. Fitzgerald,

for the dignified and impartial manner in which he has presided over our State Institute during its present session.

The State Superintendent then thanked the Institute for this compliment, and the Institute adjourned *sine die*.

FRANCIS J. LEONARD, Sec'ry.

LIST OF COMMITTEES STATE INSTITUTE.

JUNE, 1868.

Chairman—Superintendent O. P. Fitzgerald.

Vice Presidents.—All the County Superintendents and A. H. Goodrich, of Placer.

Secretary.—Francis J. Leonard.

Assistant Secretary.—M. M. Scott, Alameda.

COMMITTEE ON ORDER OF BUSINESS AND NOMINATIONS

Dr. Lucky, *Chairman;* Bern. Marks, Silas White, Philip Pryor, of San Francisco, Thos. Nicholson of Santa Clara, and Superintendent Denman, of San Francisco.

COMMITTEE OF INTRODUCTION.

Prof. Knowlton, *Chairman*, San Francisco; Superintendent James Denman, Prof. Williams, San Francisco, Miss Freel, Miss L. T. Fowler and Miss Heydenfeldt.

COMMITTEE ON TEXT-BOOKS.

Mr. Braly, Santa Clara; Messrs. Upham, Yuba; Mackall, Lake; Shearer, Santa Clara, and Flood, San Francisco.

COMMITTEE ON RESOLUTIONS.

Mr. T. S. Myrick, *Chairman*, San Francisco; Messrs. Thos. Nicholson, Santa Clara; Simonton, Solano; Swett, San Francisco, and Gillespie, Napa.

COMMITTEE ON MUSIC.

Mr. Kerr, Sacramento; Mr. Pryor, Mrs. Griffith, Mr. Gough, San Francisco; Miss Fowler, Miss Berks, Sacramento; Mr. Heald, Miss Whitney, Santa Clara, and Miss Bessie Halloway, San Francisco.

STANDING COMMITTEE ON TEXT-BOOKS FOR THE YEAR.

T. C. Leonard, H. P. Carlton, T. S. Myrick, San Francisco; D. C. Stone, Marysville; J. H. Braly, Santa Clara.

STATE EDUCATIONAL SOCIETY.

Society met in room adjoining Lincoln Hall at half-past three P.M., on Wednesday, June 17th, 1868, President Mr. James Denman in the chair. Twenty-two persons responded to their names at roll call. Twenty-six members were absent.

The minutes of the preceding annual meeting were read, and without amendment adopted. Twenty-two names were proposed for membership, and referred to the Executive Committee. Messrs. Tait and Nutting were both absent. The vacancies were filled by the President's appointment of Messrs. Gough and Sibley. The Executive Committee then retired to the adjoining room to investigate the qualifications of candidates.

Captain L. D. Allen and A. T. Winn paid their initiation fees. Also (candidates' *advance fees*) Professor A. L. Fitzgerald, Professor W. J. G. Williams, A. W. Brodt, M. L. Templeton, M. M. Scott, Judge M. A. Woods. Mr. Ira G. Hoitt reported $85 in the treasury, and no expenses incurred during the past year.

Mr. John C. Pelton's report credited the society with $50, and made it debtor to $21 for expenses incurred. Balance due the society $29. Report referred to Executive Committee. Mr. Marks moved, with the object of facilitating business, that the examining committee invite the candidates into the room, *question them*, report, and the Society at once proceed to the election of members. Mr. Gough moved, as a substitute, that the Society adjourn to meet Thursday, at four P.M., and the use of the room be tendered to the examining committee and the candidates. The substitute prevailed, and the Society was duly adjourned.

The State Educational Society met on Thursday, June 18th, 1868, at four P.M., in room adjoining Lincoln Hall; twenty members present, twenty-eight absent, Mr. James Denman in the chair.

Minutes of preceding meeting read and approved. Mr. Marks gave notice of his intention to move an amendment to section second of the constitution before adjournment.

Mr. H. P. Carlton, chairman of the examining committee, reported favorably upon the names of Messrs. Isaac Ayres, J. H. Braly, A. W. Brodt, Professor L. R. Clark, M. Cottle, Noah F. Flood, Rev. O. P. Fitzgerald, Professor A. L. Fitzgerald, A. L. Fuller, O. H. Huntley, Thomas Kirkland, J. G. Kennedy, A. Lyser, Rev. W. T. Lucky, J. A. Louttit, H. E. Makinney, George F. Morris, E. M. Preston, Rev. J. Phelps, S. A. Penwell, Volney Rattan, Dr. E. J. Schellhous, M. L. Templeton, L. H. Van Schaick, Professor W. J. G. Williams, J. B. McChesney and M. M. Scott.

By consent of Society, Mr. Sibley cast Mr. McChesney's vote, Mr. Braly, Mr. Phelps', and Mr. S. A. White cast the vote of Wm. White.

Mr. D. C. Stone and Mr. I. G. Hoitt were candidates for president, receiving severally thirty-one and ten votes.

The election of D. C. Stone, of Marysville, was afterwards made unanimous.

Messrs. Bernhard Marks and J. B. McChesney were elected vice-presidents.

Mr. John Swett was elected Corresponding Secretary; Mr. S. A. White, Recording Secretary; and James Denman, Treasurer.

The officers elected, Mr. J. Denman resigned the chair to his successor in office, Mr. D. C. Stone. Mr. Stone returned thanks for the honor conferred, trusted that *all* would sustain him in fulfilling the duties of his office, and furthering the interests of an association which "gives efficiency to our school system," and is a *bond of union* to those who wish "to elevate the office of teacher to its true rank among the professions."

A long and excellent report from Mr. S. I. C. Swezey, in regard to the past history of the CALIFORNIA TEACHER, its present condition, and future prospects, was then presented to the Society by Mr. James Denman.

For their *earnest* efforts, arduous labors and marked ability in building up and maintaining the CALIFORNIA TEACHER, the Educational Society instructed its recording secretary to transmit to Messrs. Swett and Swezey a resolution embodying a "vote of thanks,

and the deep sense of obligation felt by the members for the earnest zeal in behalf of the teachers manifested by those two gentlemen, in their united editorial capacity."

Mr. Gough moved that two editors be elected for the CALIFORNIA TEACHER—the State Superintendent to be one, and entitled to a leading position in its management. Mr. James Denman moved as an amendment that the Society proceed to elect a corps of five editors and publishers, *each* of whom should have one vote in its management. The ORIGINAL motion was withdrawn, and the amendment adopted.

Messrs. O. P. Fitzgerald, S. I. C. Swezey, John Swett, Bernhard Marks and Dr. W. T. Lucky were elected.

Mr. Bernhard Marks then moved that the Society amend section second of the constitution so that it shall *be as follows*: "The State Superintendent, all holders of Life Diplomas, or State Educational Diplomas, shall be eligible to membership on the recommendation of the executive committee, and the payment, in *advance*, of an admission fee of five dollars." The motion prevailed. The State Superintendent was then elected *viva voce*, and unanimously.

By motion the executive committee were instructed to nominate six teachers, and to elect by ballot from that number three, to constitute an examining committee for the current year.

Meeting adjourned *sine die*.

JAMES DENMAN, President.

SILAS A. WHITE, Secretary.

Department of Public Instruction.

SALUTATORY.

By the action of the State Board of Education, in conjunction with the State Educational Society, the undersigned have been appointed Editors and Publishers of the California Teacher for the ensuing year. In assuming the duties thus devolved upon them, they bespeak the cordial support and hearty coöperation of teachers throughout the State, and pledge themselves to spare no pains or labor to make it worthy of such support and coöperation.

As the organ of the Department of Public Instruction, the editors recognize the propriety of devoting the columns of the Teacher exclusively to educational matters—excluding everything personal, sectarian or partisan in its nature. As a journal of education, its sphere is distinct and limited—a fact which we will endeavor to bear in mind, while we will use every exertion to keep pace with the progress of the times and the wants of the profession. Whatever of ability we possess will be freely given to this work.

Contributions have been promised by a number of the ablest teachers and best writers in the State. And it is hoped that the County Superintendents and teachers generally will favor us with frequent communications, thereby helping us to carry out our purpose to make it the teachers' organ in the fullest sense of the word, a channel of pleasant and profitable intercommunication, in which may be found monthly the best thoughts of the best minds among us, the latest methods of instruction, and the current educational intelligence of the day. The support of teachers and others interested in the cause of education is confidently solicited.

O. P. FITZGERALD,
W. T. LUCKY.

To Whom it may Concern.—During the recent session of the State Educational Society, an excited and excellent friend of mine made an announcement to said Society purporting to come from me, which was construed into a *threat* designed to influence the action of its members concerning the editorship of the California Teacher. My friend misunderstood me, or he was misunderstood by the Society. I have too much respect for myself, I have too much respect for them, to employ such tactics in support of an equitable demand. I thought it right to make a calm and candid avowal of my purpose in the matter, so that no misunderstanding should ensue; but this avowal was made in language courteous and respectful to all concerned.

O. P. FITZGERALD.

State Teachers' Institute.—The late session of this body was remarkable for the harmonious spirit that prevailed among its members. Not an unkind word or discourteous expression was heard from first to last. The discussions

were earnest and practical; the essays were mostly of a high order. It was thought, however, that the Committee on the Order of Business did not put quite enough of practical illustration in the programme of exercises. The attendance was not as large as it would have been had more ample notice been given—the neglect of which was owing in part to circumstances beyond the control of the State Superintendent. In some respects this session of the Institute is favorably compared with former sessions; but that which most pleasantly distinguished it was the high-toned courtesy and unvarying kindness which marked the intercourse of the teachers, professionally and socially. The "little breeze" in the State Educational Society was an outside matter, not affecting the proceedings of the Institute, and which will do no harm, after all concerned have time to get perfectly cool and reflect a little. We are more sanguine than ever before, that the little disharmonies which have prevailed in our school department can be removed; and that its machinery may be worked without any more friction than that which the personal rivalries and natural antipathies of our poor human nature engender, wherever they are brought into play.

Next State Teachers' Institute.—At a meeting of County Superintendents, held during the late session of the State Teachers' Institute, it was expressed as their opinion, that the month of May is the most suitable time for holding our State Institute. Accordingly, the State Superintendent decided to call the next State Institute for the first Tuesday in May, 1869. The announcement is made now, in order that all concerned may make their plans conform; and that the next year we may have a grand convention, bringing out the whole strength of the profession in California.

County Institutes.—The State Superintendent enjoyed the pleasure of attending the Joint Institute for Mendocino and Lake Counties during the month of May. The Institute was held at Lakeport. There was a full attendance of teachers from the two counties. Superintendents Cumming and Mackall alternated in presiding. The praise of these two gentlemen was spoken by all the friends of education in that region. They both are practical teachers, discharging the duties of the school-room, in addition to those of Superintendent. An earnest, progressive spirit seemed to pervade the Institute. We were no less pleased with the professional ability and zeal than with the attractive social qualities of the teachers of Mendocino and Lake.

The Superintendent also had the pleasure of visiting the Nevada County Institute, held during the last week in June. It was presided over by Mr. E. M. Preston, the youthful but efficient Superintendent. The teachers of Nevada County are intelligent and earnest; several of them would rank high as instructors in any community. The large audience that turned out to hear the address of the State Superintendent evinced the deep interest felt by the people in the cause of education.

The Superintendent cannot in this number of the Teacher give the result of his observations in the several localities visited by him; but proposes to present some practical suggestions hereafter.

The Present Number.—Our readers will have to make due allowance for

the want of variety in this number of the TEACHER. The usual items of educational intelligence have been omitted in order to make room for the proceedings of the State Institute. When we become accustomed to the duties of our new and responsible position we will *try* to meet all reasonable expectations, in the quality and in the variety of matter presented to our readers.

A REQUEST.—The Editors of the TEACHER respectfully request the Secretaries of County Institutes to send accounts of their more important proceedings for publication. Our desire is to make the TEACHER the organ of the teachers of the State, and we ask their coöperation in carrying out this desire.

ANOTHER REQUEST.—We solicit contributions from teachers and others interested in educational matters. Of course all articles intended for the TEACHER are to be confined to the subject of education, as the organ of the Department of Public Instruction must be devoted exclusively to this interest. Such is the requirement of the law, and such is the will of all sensible friends of education.

OUR BOOK TABLE.

THE PHILOSOPHY OF MATHEMATICS: With especial reference to the Elements of Geometry and the Infinitesimal Method. By Albert Taylor Bledsoe, A.M., L.L.D., late Professor of Mathematics in the University of Virginia. Philadelphia: J. B. Lippincott & Co. 1868.

This is a truly valuable book. Any one wishing a feast of reason in a high and beautiful region of thought, can find it in this small quarto volume of two hundred and forty-six pages. The style, though an abstract subject is under discussion, is simple, clear and direct. The author knows precisely what he wishes to say, and says it precisely as it should be said—thus putting, in a small compass, what many would have spun into volumes. He makes the Calculus a clear, intelligible branch of science, instead of what many perhaps have heretofore found it—a dark and unsatisfactory study. To do this involved a critique upon the text books of the country, of the authors of which he says: "If they knew what the first principles of the Calculus are, they were very careful not to unveil their knowledge." For sale by A. Roman & Co.

WEBSTER'S PRIMARY SCHOOL DICTIONARY—Has just been received from G. & C. MERRIAM, Springfield, Mass.

WEBSTER'S COMMON SCHOOL DICTIONARY.—A fine volume, a little larger than the Primary Dictionary, also received.

THE ACADEMIC QUARTO.—A handsome, well bound book, adapted in size and matter to the wants of schools and academies.

THE NEW UNIVERSITY DICTIONARY.—A large and elegant volume, containing, besides the usual matter of dictionaries, a very useful collection of "Noted Names of Fiction," with explanations; also pronunciations of modern Biographical names, besides the usual tables of Latin and Greek, Scripture, and Geographical names. WEBSTER has long been, and will long continue to be the standard dictionary of the English language. The present editors of the dictionary have added to the original excellent plan, the improvements resulting from late philological investigations. For sale by A. Roman & Co., San Francisco.

STATE NORMAL SCHOOL.

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The Twelfth Term will commence on the 1st day of July, 1868. All candidates for admission must be present at that time. The regular exercises will commence on the 6th of July.

COURSE OF STUDY.

REQUISITES FOR ADMISSION.

To secure admission to the Junior Class, Second Division, applicants must pass a written examination on the following subjects, viz:

Eaton's Common School Arithmetic—to percentage.
Eaton's Intellectual Arithmetic.
Greene's Introduction to English Grammar.
Willson's Fourth Reader.
Spelling—Penmanship.

Applicants for an advanced Class will be required to pass an examination on the studies previously pursued by that Class.

JUNIOR CLASS—SECOND DIVISION.

Arithmetic.—Eaton's Common School, complete.
Grammar.—Quackenbos'—begun.
Geography.—Guyot's Common School.
Reading.—Willson's Fifth Reader.
Moral Lessons.—Cowdery's.
Spelling—Willson's Larger Speller.

JUNIOR CLASS—FIRST DIVISION.

Arithmetic.—Eaton's Higher.
Grammar.—Quackenbos'—completed.
Rhetoric.—Boyd's.
Physiology.—Cutter's Elementary.
History.—Quackenbos'.
Vocal Culture.—Russell's.
Book-Keeping.—Payson & Dunton's Single Entry.
General Exercises Throughout the Junior Year.—Penmanship, Object-Lessons, Calisthenics, Methods of Teaching, School Law, Composition and Declamation.

SENIOR CLASS—SECOND DIVISION.

Arithmetic.—Eaton's Higher—reviewed.
Algebra.—Robinson's Elementary.
Grammar.—Greene's Analysis.
Natural Philosophy.—Quackenbos'.
Physiology.—Cutter's Larger.
Rhetoric.—Boyd's.
Natural History.—Tenney's.

SENIOR CLASS—FIRST DIVISION.

Botany.—Gray's.
Physical Geography.—Warren's, with Guyot's Wall Maps.
Normal Training.—Russell's.
Geometry.—Davies' Legendre, five books.
English Literature.—Shaw's.
Book-Keeping.—Payson & Dunton's Double Entry.
General Exercises.—Same as in Junior Year.

REGULATIONS OF THE STATE NORMAL SCHOOL.

Adopted by the Board of Normal School Trustees, March 28, 1868.

1. All pupils, on entering the School, are to sign the following declaration of intention:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School, is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

Male candidates for admission must be at least eighteen years of age; and female applicants at least fifteen years of age; and all must possess a good degree of physical health and vigor.

2. No person whose age exceeds thirty years shall be admitted to the School, except teachers who are fitted to enter the Senior Class.

3. Whenever the number of applicants from any county shall exceed the number to which that county is entitled by law, the applicants shall pass a competitive examination before the County Superintendent, and the County Board of Examination; which examination shall be conducted in the same manner as county examinations for third grade teachers' certificates. The persons passing the high-

est examination shall be eligible to admission in the order of their standing in examination.

4. All applicants are required to present letters of recommendation, and certificates of good moral character, from the County Superintendent of the county in which they reside.

5. All new applicants shall present themselves for examination at least three days previous to the regular day of each term commencement; and no pupil shall be admitted during term-time, except in the case of teachers who hold at least second grade State or County certificates.

6. The Principal of the School shall keep a register of the attendance of pupils, and shall report monthly, to the Secretary of the Board, the whole number enrolled, the average number belonging, the average daily attendance, the percentage of daily attendance, and such other statistics as may be required by the Executive Committee of the Board.

7. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one term of five months.

8. The Normal School shall be divided into two classes: Junior and Senior,—each divided into two divisions.

GENERAL INFORMATION.

The time for completing the Normal School course is two years, each divided into two terms of five months.

There will be Written Examinations and Public Exercises at the close of each term. The Graduating Exercises will be in May.

Pupils will be required to furnish their Text Books. Books for reference will be furnished by the State. Good boarding can be procured at about twenty-five to thirty dollars per month.

Applicants will please read attentively the "Regulations" as given above, particularly the Fourth and Fifth.

All graduates will be required to pass an examination on the entire course. Those who complete the studies of the Junior Class will be entitled to certificates of qualification, for teaching schools of Second and Third Grade.

For additional particulars, address

REV. WM. T. LUCKY, A.M., Principal,
San Francisco.

THE

CALIFORNIA TEACHER.

AUGUST, 1868.

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MATHEMATICS.

AN ESSAY READ BEFORE THE LATE STATE TEACHERS' INSTITUTE, BY T. C. LEONARD, TEACHER OF MATHEMATICS IN THE BOYS' HIGH SCHOOL, SAN FRANCISCO.

The subject I have chosen as the basis of my remarks is Mathematics, a subject which comprehends one of the most extensive and important departments of human knowledge. By most people it is considered, also, as one of the most difficult departments; and it is much to be regretted that many, with time and talents equal to the task, are deterred from entering upon a study which would amply repay the expenditure of both, by this mistaken prejudice. Every science, no doubt, has its hard and knotty points; and in no intellectual pursuit can distinction be attained without labor, thought and perseverance. Yet, if there be one subject of scientific inquiry which, more than any other, is distinguished by the simplicity, certainty, and obviousness of its fundamental principles—by the irresistible evidence by which position after position is established, and by the systematic gradations by which layer after layer of the intellectual structure is completed—that subject is preëminently mathematics. In other topics of research there is generally more or less of hypothesis, or conjecture; there are obscure recesses into which the light of truth and demonstration cannot penetrate, and where fancy and imagination are sometimes permitted to guide our steps. But there are no perplexities of this kind in mathematics, no ingenious theories to mislead, and no conflicting opinions to bewilder. Our progress here is exclusively under the unerring direction of Truth herself; and it is her torch alone that lights up our path.

Whether we consider the subject of mathematics in reference to its practical utility, in its application to most of the arts, or as a powerful, and the only adequate instrument of investigation in the study of several classes of physical phenomena, or as an efficient instrument of intellectual culture, or merely in reference to the numerous and striking abstract truths which it makes known, it must, without hesitation, be admitted to be worthy of a prominent place in every course of liberal education. Mathematical science investigates the various relations of measurable quantity—as space, time, force, motion, and velocity. Our knowledge of the objects of mathematics is obtained from experience, and its axiomatic principles are necessarily involved in our conceptions of these objects. Although the definitions of any of these are not necessarily confined to a single property, still, every definition must express some characteristic property, and it cannot, therefore, be arbitrary. Theoretical geometry treats of the properties of magnitude, and practical geometry of their construction.

There are three kinds of magnitude—of one, two, and three dimensions respectively—as lines, surfaces and solids. Our conceptions of magnitude, and of space generally, are arrived at by first acquiring a knowledge of a body by experience, and by a subsequent process of abstraction. If we abstract from any body all the properties of the matter composing it, as its hardness, color, weight, and so on, and retain merely its quality of extension in three dimensions of length, breadth and thickness, we have then a strict conception of a geometrical solid, which possesses none of the properties of matter except extension, and cannot, therefore, possess a material existence. It is a different object from the space which it occupies; for, in any limited portion of space, an indefinite number of such solids may exist, the one encompassing the other. Abstract now from any solid its thickness, and we then form the conception of a surface having only length and breadth. And if from a surface one of its dimensions be abstracted, as its breadth, we have then the idea of a line, which possesses only length. The intersection of two such lines is a point, which only marks position, and has neither length, breadth, nor thickness. It has been objected to this view of a mathematical point, that as it has no magnitude, it can have no existence. It has certainly no material existence, but its existence is no less real on that account. Even a line or a surface occupies no portion of space. No number of points, however great, can fill any assignable portion of space, however small. And it has been remarked, that even a solid does not occupy exclusively any portion of space. They would exist independently of matter, but their existence is no less positive, though immaterial.

A system of geometry proceeds, from simple, axiomatic and

incontrovertible principles, to the demonstration of new truths; and from the combination of truths previously known, new truths are continually evolved, and thus a system of geometrical science is established by a continued process of logical deduction. Some of the elementary truths in geometry are so obvious as to be almost self-evident; but many of them are of a different character, and are striking, and even beautiful, at least when the mind is habituated to contemplate abstract truth. Several propositions are, in some of their cases, axiomatic, but in other cases they require to be demonstrated. Without this distinction the demonstrations of certain propositions would appear to be unnecessary; and in such instances they are perhaps more useful in completely obviating objections than in producing conviction.

As regards the utility of the mathematics, it must be admitted that our knowledge has been greatly extended by its means. Independently of the innumerable important and striking properties of magnitudes and relations of abstract quantities that it has made known, and which can be sufficiently appreciated only by the mathematician, it has unfolded a very extensive range of natural phenomena. It has investigated the principles of theoretical mechanics; the laws of the equilibrium and motion of fluids, fixed and elastic; the principles of optics, or the science of vision, of electricity and of magnetism; the theory of the propagation of sound and of light, and a variety of other subjects. But even the most abstruse branches, that appear to be incapable of any useful application, ought not to be neglected; for they may be applied at some future period, like the ancient doctrine of the conic sections, which for twenty centuries was an object of mere curious speculation, till it became, in the hands of Newton, an efficient means of unfolding the planetary motions. Without the aid of rules derived from mathematical science, the navigator, relying only on his compass as a guide, could not with safety venture to any considerable distance on his element; intercourse with transmarine nations would be impossible, and consequently, our knowledge of the globe which we inhabit would be very limited. We should probably still believe that its surface is an extended plane, and that it is still supported on pillars; or, as was the opinion of some of the ancient philosophers, that its figure is cylindrical, like a drum. Without the aid of this science, our knowledge of celestial objects would be still more imperfect, and the consequence of our ignorance still more striking. We should still believe that these objects are equally distant from us, and, very probably, that they are distributed on the surface of an extensive crystalline sphere, performing a diurnal rotation about the earth, as the center of the universe. We should also believe that some celestial phenomena, as eclipses and comets, are signs of the conflict of the elements of nature, or that they are portents of the wrath of Heaven, while contemplating to inflict on man some dire calamity, such as war, famine, or pestilence.

How different from these unsatisfactory and incoherent conjectures is that great achievement of this science—the clear and satisfactory exposition, on the most incontrovertible principles, of the complex, though sublime and systematic mechanism of the heavens, by which the distances and magnitudes of the sun and planets have been measured, and also their weights, and even those of their satellites, ascertained, and by which the masses and distances of some of the stars or suns of other systems, though inconceivably remote, even in comparison with the great extent of our own system, will probably ere long be determined. The practical utility of mathematics is so well known, and so universally admitted, that on this topic it will not be necessary to make many remarks. Let it suffice to call to mind that from its principles the rules of calculation and measurement are derived. It supplies the art of measuring distances, heights, surfaces and solids, in artificers' work, gauging, land and marine surveying; it furnishes the principles of calculation in navigation, nautical and practical astronomy, of the arts of the optician and the machinist, and also of the arts of carpentry, and engineering—both civil and military. On its deductions also depend the arts of planning, perspective, and of the construction of maps and charts. In short, wherever the construction of figures, or computation, is in requisition, the principles of mathematics are indispensable.

Let us take a brief view of mathematics as an instrument of mental improvement, as this is the aspect, perhaps, in which as educators it merits our most serious consideration. It may be safely affirmed that mathematics, as an instrument of intellectual improvement, cultivates chiefly the reasoning faculty. It also exercises the memory in a considerable degree; and it has a powerful tendency to form a habit of undivided and unremitting attention, which is indispensable for success in any pursuit. Every branch in the theory of the science consists almost entirely of an uninterrupted process of reasoning; and as this process is identical in every subject, whether of necessary or contingent truth, no other study can be more conducive to the improvement of this faculty. A step of reasoning, or a syllogism, consists of a major and a minor proposition, and a conclusion; and by a law of our mental constitution, whether it be called judgment or the faculty of relative suggestion, the conclusion follows as a necessary consequence from these premises, in reasoning on any subject as well as in mathematics; so that reasoning is exactly of the same nature in this investigation both of necessary and contingent truth—with this difference, that in the former the chain of sequence is of almost indefinite extent, while in the latter it is generally brief. There is, however, a difference in the fundamental principles. The premises in the former are incontrovertible, at least in pure mathematics, and generally in the other branches of the science. Whereas, in subjects of contingent

matter, the premises are usually only probable, and the probability of the conclusion must therefore be commensurate with that of the premises.

Synthetic geometry, or the ordinary didactic method, affords, in the gradual exposition of geometrical truth, excellent specimens of the most clear and satisfactory reasoning; and that branch of it called geometrical analysis, furnishes, in addition, examples of the resolution of truth into its simple elementary principles. But analytical geometry and the other analytical branches of the science, supply the best examples of the resolution of complex questions—a process which must be effected before the conditions can be comprised in symbolical expressions. They also accustom the mind to comprehensive views, and afford excellent specimens of subtle reasoning, and exercise the mind in the interpretation of the expression of final results. In these branches, a subordinate acquirement, made at the expense of much perseverance, is necessary, namely: the power of managing skilfully the concise but comprehensive algorithm employed in its research, of which, however, that part of the operations that may be considered to be in some measure mechanical, will sometimes interrupt the chain of reasoning, though in the theory the time thus spent by an expert analyst is comparatively short. The application of the principles of the science to physical subjects, affords, in addition to the preceding kinds of intellectual exercise, examples of premises resting on probable evidence, and requires habits of close reflection and accurate observation, and, also, furnishes the finest specimens to be found in the whole range of human knowledge, of the methods of philosophical research, both inductive and deductive. In straining the mind to such researches it affords peculiar advantages, for although it is a subject of contingent matter, the rigorous nature of the investigation operates as a salutary check against those fantastic speculations that result from the unrestrained excursions of the imaginative faculty, which in original researches in other subjects, frequently produce extravagant theories; and which, from the unsettled state of the principles, may, with a little ingenuity, be made very plausible; whereas, any such theory in physics would be certain to meet with speedy and complete refutation.

A knowledge of the mathematics and of the methods employed in investigating the necessary truths embodied in them, is not inconsistent with a knowledge of the nature of moral evidence. An exclusive attention to any department of study may, to some extent, disqualify the mind for appreciating truth in other departments. If the mere mathematician cannot appreciate minute degrees of moral evidence, neither can the mere student of probable truth appreciate the necessity of scientific rigor in mathematical science. Both might commit serious blunders in the department to which they are strangers; and the latter, if exclusively acquainted with those branches in which the premises are

exceedingly doubtful, might from the constant and bewildering uncertainty of his own conclusions, be liable to adopt a theory of universal scepticism. It is a truth readily assented to, even by a mathematician, that of two contradictory propositions, that for which there is a preponderance of evidence, ought to be believed in preference to the other, although the amount of evidence falls far short of demonstration. A step of reasoning in mathematics is clear and satisfactory when once perceived, which is also the case in other subjects; for in them the vagueness or unsatisfactoriness accompanying any discussion properly conducted, originates not in the reasoning, but in the uncertainty, and sometimes in the multiplicity of the principles involved. A distinction, however, must be made between difficulty and uncertainty, for they are not necessarily connected, at least if difficulty be estimated by the degree of exercise required of the higher faculties. The converse of this, however, that is, the union of difficulty with certainty of principles, is constantly experienced by the mathematician; for such is the complexity arising from the multiplicity of the principles involved in some subjects, that, notwithstanding the certainty of its principles, and the perfection of its language, and the almost magical power of the higher calculus, they have baffled the most resolute efforts of the most able and vigorous minds; and had its language been less perfect, there are many subjects already thoroughly investigated, the difficulties of which would have been insurmountable. It is an undoubted fact, that many men of reflecting minds have been addicted to the study of mathematics, which proves that there is an adaptation between it and minds of this complexion, or that it is fitted to afford their powers sufficient exercise. Many celebrated mathematicians, too, have been very eminent for their acquirements in general knowledge; in proof of which it is merely necessary to mention the names of Eratosthenes, of almost universal attainments; the learned Beda; the eloquent Pascal; Ramus, of uncommon acuteness and eloquence; Descartes, Leibnitz, Condorcet, D'Alembert, Dr. Clarke, Bishop Horseley, the learned Barrow, Playfair, and the all but universal Young, and the superior talents of many mathematicians, not so distinguished for varied attainments, is undeniable—as of Newton, Maclaurin, La Grange, Laplace, and many others.

There is one American name, the name of a living writer, who deserves to be classed with the great names just mentioned—one whose work, the "Philosophy of Mathematics," claims the admiration of every votary of the exact sciences, and which is destined to find its way into every first class teachers' library in the land. I refer to Prof. Bledsoe. In the science of mathematics there is also great scope for the exercise of taste; for, since taste consists in the judicious selection of the fittest and most agreeable and most efficient means to accomplish an end, there must be an opportunity for its exercise in the discussion of scientific as well as of literary subjects; and the qualities of unity,

clearness, force, and elegance, thus belong to scientific as well as to literary composition. Mathematics, it is true, cannot afford information respecting the principles of other subjects, any more than natural philosophy or chemistry; but it posesses the peculiar advantage, that every branch of science tends rapidly toward a state of perfection in proportion as it admits of mathematical investigation. Since the science of theoretical mathematics consists almost entirely of a continued chain of reasoning, it affords in a given period of study, many more examples of this process than any other subject. A mind, therefore, disciplined by this invigorating pursuit, and also improved by the study of other branches, will certainly be the best qualified for investigating either necessary or contingent truth.

The student of mathematics, says Dr. Whewell, is accustomed to a chain of deduction, where each link hangs upon the preceding, and thus he learns continuity of attention and coherency of thought. His notice is steadily fixed upon those circumstances only in the subject on which the demonstrativeness depends, and thus, that mixture of various grounds of conviction, which is so common in other men's minds, is rigorously excluded from his. He knows that all depends upon his first principles, and flows inevitably from them; that however far he may have traveled, he can, at will, go over any portion of his path and satisfy himself that it is legitimate; and thus he acquires a just persuasion of the importance of principles on the one hand, and on the other, of the necessary and constant identity of the conclusions legitimately deduced from them.

Mr. President, and ye other co-workers in the cause of education, whether the scene of your labors be in a splendid structure erected by the liberality of a great metropolis, like that in which we are assembled, or in a far less imposing edifice—in some secluded valley, or on the slope of some lofty hillside, whose crust but half conceals the mineral treasures beneath—wherever located, you will be advocating the cause of educational progress, and true mental acumen, and great intellectual strength, while advocating the study of mathematics as extensively as may be in the people's colleges—the free public schools of this city and of this State. I have treated very imperfectly the general question, but I have no doubt that in this Institute will be found many able teachers ready to express their views and discuss this subject in detail. Some are here, I know, who have tested, with very flattering results, the introduction of the study of elementary geometry in a class of very young pupils, and I can bear testimony to the progress made and the thorough apprehension of principles. Do not, therefore, fellow-teachers, say there is no time or room in the course; if you desire to educate thoroughly, you must fix the attention of your pupils, and develope early in them that reasoning power they need to use so extensively during the whole period of their education. You can do this best by a timely and judicious use of Mathematics.

THE TEACHER IS THE BOOK.

That the Teacher is the School, we found to be true in more than one sense; of course not in the full sense of the word, there being, besides the teacher, some more constituents necessary for the full reality of a school—as, for instance, the pupils, the building, the school system and its administration. But that the teacher ought to be the text-book, is true in the proper sense of the word. The best school is that which makes the least use of text-books, the teacher filling their place.

The term text-book does not here apply to reading-books of whatever kind; no school can do away with these. But it applies to all other kinds of books which are commonly used in schools. Of these, we hold that they ought to be replaced by live teachers; that learning by heart ought to be replaced by oral teaching and recitations by oral repetitions. It is no new theory which we here proclaim; it is the Pestalozzian system, as spread all over Germany and Switzerland, and tried and proved in half a century's practice of the reformed schools there.

On the other hand, the Anglo-Saxon system of teaching, as practised in Great Britain and the United States, is book-teaching. Whenever any of the sciences is to be taught in school, the teacher singles out a chapter of the text-book introduced for learning by heart. The better class of teachers will, on this occasion, explain the contents of the chapter, or, they will do the same thing after recitation—which is worse yet. The pupil has to recité his task, and a new chapter is committed to memory; and so on till the book is gone through. If there are practical examples given in the book, as for instance in all books of arithmetic, the pupil has to solve them, as well as he can, with, or without, the aid of the teacher—in a few cases in school, but on the whole at home. It strikes us, that the teacher plays here a very subordinate part, and a machine might be invented to supplant him, in most cases; for hearing a recitation, and pronouncing a judgment on its perfection or imperfections, might generally be just as well performed by the better pupils of the class. The text-book here is almost everything, the teacher almost nothing or nobody. The pupil is passive and merely receptive; he is not guided to reproducing the matter to be mastered out of himself, to becoming active and independent. The matter is not developed in his mind, nor his mind developed through and with the matter. It is only the best talent, a very small percentage of boys and girls, who will in this way become tolerably proficient in the science to be acquired; because only a very few have the mental capacity which is self-instructive, which digests mental food in whatsoever source served up. The balance of the pupils will, after the lapse of a few months, have forgotten every particle of the truths thus received, but not assimilated. At least, this is our experience.

In that system which makes a text-book of the teacher, the latter is, of course, required to be master of the science to be taught; to have it at his fingers' ends, thoroughly understood, and ready for communication. When he begins his instruction, he must be well prepared, and all he says on the subject must be calculated to inspire the learners with love for the science to be mastered, and its objects. Wherever it is possible to illustrate the subject by presenting it to ocular inspection, he will do it; each of his lessons is more or less an object lesson. Whatever he can forego teaching himself, by eliciting it from the class through adroit questions, and by rendering thus the pupils self-active, he will extract from them. He will make them see, and, in general, examine with their own senses, what is to be seen or examined in the objects presented, and lead them to express their observations, when correct and complete, in proper language. The less he speaks himself, making his pupils speak instead, the better. If he succeed, in this way, in making them discover for themselves the principles and laws underlying the phenomena, he may depend on their never forgetting the chapter of science thus presented and illustrated. Thus he sharpens their perceptive powers, quickens their wits, their reflection, presence of mind, and attention—he interests them in the objects presented to such a degree that they acquire knowledge almost imperceptibly and without severe effort. Learning becomes pleasure, and is accompanied with the same intense satisfaction which accompanies every kind of growth and perfect assimilation. Such a teacher is sure to attract and advance every single pupil of his class; and although learning in such a thorough manner must needs be slow and gradual from the outset, a great deal of time is gained in the end by the rapid mental growth of the pupils, and by their self-activity. Beginning slowly, he may make rapid strides in the end, because his pupils meet him half way with keen mental appetites and ready assimilating powers. There is, of course, in every science a number of facts which are not mastered by simple reflection, but must, at the same time, be impressed upon the memory for immediate practical use. The teacher will further this work of memory either by dictating, at the end of the lesson, a short paragraph containing those facts and by repeating the same with the class properly; or he will set the pupils themselves, when far enough advanced, to commit these facts to writing, and have the contents properly repeated; or he will, if a reading-book is at hand containing the facts, refer the class to their book, and repeat them from it. Thus the pupils will, in time, become living text-books, like the teacher, and what they have acquired will be their imperishable property, ready for any application in practical life. The science appropriated in this way will be alive in the scholars, and shed light on all cognate subjects. This is the Pestalozzian system of instruction, as compared with the Anglo-Saxon.

Now, it will be easily seen, that the system in which the teacher *is* the text-book, has great advantage over the other system, in which the teacher *has* a text-book, and the text-book is the real teacher. How superior soever be the text-books you may devise, they are dead teachers, and cannot engender life in the majority of your pupils. Besides, the pupils, if they advance materially by the aid of their text-books, will be grateful for this result, not to their teacher, but to their books. And if they do not advance, they will blame for this result, not the book, but the teacher. Thus the Anglo-Saxon system loosens, if it does not indeed destroy, the moral connection between the teacher and his pupils. The Pestalozzian teacher, on the contrary, is very potent for good; there is a boundless confidence in his pupils in him and his office. They feel that they owe their rapid mental growth to him exclusively, and he is implicitly believed and obeyed. He sways their whole being as with a magic wand; he exerts over them an enormous moral influence for all educational purposes. He is to them the impersonation of truth, dignity and moral worth; and he must have very little moral character if he does not feel exalted by their appreciation of him, and stimulated to work out his own moral bearing into a model for them.

Now, it may be pleaded in excuse for the Anglo-Saxon system, that there is in a country with a rapidly increasing population a great lack of competent teachers, and that, therefore, good text-books are to make up for this want, at least to some degree. Grant that this is so, it is an evil to be overcome. Incompetent teachers lessen the respect due to science and education, thus doing almost more harm than good. The sooner you get rid of them the better. The radical reform is also, in this respect, the cheapest and most practicable of all. Besides, the text-books are, with scanty exceptions, faulty enough, and it is infinitely more difficult to prepare perfect text-books (nay it is almost impossible, because the understanding and the wants of every individual learner are different) than to raise a generation of true and good teachers, who know how to accommodate themselves to the individual wants of every pupil. Finally, the text-books need revision almost from year to year, science now progressing in such a way as to revolutionize many old-established truths, and opening new views in an unprecedented manner. But a live teacher may always control his science according to the latest discoveries, and conform his teachings to the modern improvements in knowledge and philosophy. He will be up to the times; text-books never are.—*American Educational Monthly.*

Dull men are to be closely studied. Their qualities, like pearls, lie out of sight, and must be dived for.

OBJECT-LESSONS FOR SMALL CHILDREN.

NINTH AND TENTH GRADES.—HEN AND CHICKENS.

Hen and chickens belong to the class of animals called Bipeds, because they have two feet; and to the class of birds called Scratchers, because they scratch for their food. The different parts of their bodies are the head, trunk, wings and legs. They are covered with feathers to keep them warm. They live exclusively on the land, and hence are called Land-Birds. They eat by means of a bill, with which they take their food, and which, to them, answers the purpose of a mouth. They are of use as an excellent article of food, and also furnish us with eggs, which are very good for food. Chickens are generally seen following the hen that is to them a mother, and they are her children. The mother hen guards her little chickens from danger, feeds them, and at the approach of danger clucks for them, spreads her wings, and gathers her family under their spacious covering. They belong to one class of animals referred to in that best of books—the Bible.

Parts—Head, legs, wings, feet, trunk. *Uses*—For food, eggs. *Qualities*—Faithfulness, industry.

EIGHTH GRADE.—SILVER.

What is this, children? A spoon. Yes, it is a spoon; but what is it made of? Silver. Is the spoon natural or artificial? Artificial. Why? Because it was made by man. Well, is silver artificial? No, it is natural—made by God. What *is* silver? It is a metal. Now name the three great kingdoms, and tell me to which silver belongs? Animal, vegetable and mineral kingdoms; silver belongs to the mineral. Tell me, what is a mineral? Anything that is dug out of the ground. We sometimes dig potatoes out of the ground; are they mineral? No; they are vegetables. What is the difference between a vegetable and a mineral? A vegetable has life, and a mineral has not. Yes; or a vegetable has organs, such as root, leaves, etc., while a mineral is inorganized—that is, has no organs; so, in giving the definition of a mineral you should say: "It is an inorganized substance dug out of the ground."

Now, look at this spoon, and tell me some of the properties of silver, giving the meaning of each term you use? It is opaque, bright, soft. Is it a liquid or a solid? It is a solid. Name some liquid, to show me that you really understand the difference between the terms? Water is a liquid. Will silver melt, do you think? Yes, it will melt. Then it is what? Fusible. Tell me something more about it? It is malleable and ductile. What is its color? White. Take this piece of silver in your

hand, and tell me if it is light or heavy. It is heavy. There is yet one property which you have not named; I will drop this spoon upon the table and see if that will remind you of it? It is sonorous.

Now mention some of the uses of silver? To make spoons, thimbles, tea-sets, pitchers, ornaments, coins, etc. Tell me more about coins? They are not made of pure silver—for that is too soft; copper is mixed with the silver, to make it hard enough.

Name in concert the qualities and uses of silver.

Qualities—Mineral, metal, opaque, smooth, soft, bright, malleable, ductile, fusible, flexible, solid, heavy, sonorous. *Uses*—To make money, tea-sets, spoons, napkin rings, watch-cases, knives, cake-baskets, ornaments.

THE TRUE TEACHER.

To be a true teacher, of the highest dimensions of power and qualification, requires a breadth of resources and qualities—natural and acquired; a depth and fullness of means; tact in impressing one's self on others, amounting almost to a species of personal magnetism; skill in government; talent in exposition; power in analysis; fullness of knowledge; readiness of illustration; a sense of the beautiful in nature, art and language; a simplicity of character; a singleness of aim; a patience of spirit; a steadiness of purpose; an acquaintance with human nature; and a developement of religious feeling and principle, as well as an energy of will; a fire of thought; and an amount of physical vigor, which, assembled together, make this field of human endeavor altogether paramount to every other in its demands upon the whole man, his whole time, his whole heart, and his whole strength, within and without—at all times—in all things. No marvel is it that there are so many poor teachers; for in no other man is such a height and breadth of manhood necessary.—*Dwight's Higher Christian Education.*

In a recent address on Education, Mr. Loomis, author of "Mental and Social Culture," touched upon a principle too often forgotten in the rearing of children. The paramount business of a child, he said, is growth. All else is subordinate. Food, play, clothing, work, and education, all have value only as they contribute to this result. But healthful growth demands abundant exercise; and play is the child's exercise. It should therefore have a place to play in, clothes to play in, and things to play with. A child's play, is not merely play; it is Nature's first lesson, wherein she gives simple instruction upon the great affairs of life. It is a grievous mistake to suppose that a child is learning nothing unless it has a book.—*American Educational Monthly.*

PROCEEDINGS OF THE STATE BOARD OF EDUCATION.

San Francisco, June 19, 1868.

The State Board of Education met at the office of the Superintendent of Public Instruction, on Friday, June 19, 1868.

Present: Governor Haight, S. I. C. Swezey, J. M. Sibley, Dr. W. T. Lucky, James Denman, Melville Cottle, J. H. Braly, Dr. Aug. Trafton, O. P. Fitzgerald.

Superintendent Fitzgerald made a verbal report from the Committee on Library Books, and asked further time, which was granted.

Mr. Denman moved that Brown's Grammar be adopted for use in our Public Schools, and that the use of Quackenbos' be discontinued. After discussion, the Board postponed action on the subject for the present.

The discussion of the subject of an organ for the School Department was discussed at length, and various motions were made and voted down.

Mr. Braly was allowed the privilege of leaving his vote with some member of the Board, for the meeting to be called to-morrow.

On motion of Mr. Denman, Dr. Lucky, Dr. Trafton and Mr. Sibley were appointed a committee to confer with the Editor and Publishers of the *California Teacher*, in order to ascertain what arrangements can be made for an organ of the Department of of Public Instruction.

Life Diplomas were granted to Professor W. A. C. Smith, and A. H. Randall.

Adjourned to meet at 10 o'clock A. M., to-morrow, (20th inst.)

San Francisco, June 20, 1868.

The State Board of Education met at the office of the Superintendent, on Saturday morning, June 20th, 1868.

Present: Gov. Haight, Messrs. Swezey, Trafton, Denman, Lucky, Sibley, Cottle, Fitzgerald.

The minutes of yesterday's meeting were read and approved.

After Dr. Trafton had made a report from the Committee of Conference with the Editors and Publishers of the *California Teacher*, in which he stated that it was agreed that the State Superintendent and Dr. Lucky should be the responsible Editors and Publishers, and the Superintendent had signified his concurrence in the arrangement, it was

Resolved, That the *California Teacher* be designated as the journal to be subscribed for as the organ of the Department of Public Instruction.

On motion of Mr. Denman,

Resolved, That the State Board of Education instruct the County Superintendents to grade the Schools in their respective counties in First, Second

and Third Grades, and that in arranging the grade of each School, the Superintendents should make the same exclusively in reference to the population and wants of the several districts, and the advancement of the pupils, and not in reference to the grade of certificates held by teachers.

On motion of Mr. Cottle,

Resolved, That it is the opinion of the State Board of Education that the State Board of Examination should hold four sessions annually, during the last week of the months of September, December, March and June, of each year, and that meetings of County Boards of Examination should be held simultaneously with those of the State Board.

On the recommendation of the State Board of Examination, Life Diplomas were granted to the following persons, viz.: A. H. Goodrich, Dr. T. H. Rose, Wm. White, and S. A. Penwell.

On motion of Dr. Lucky, it was ordered that "School Government," by Jewell, and "Higher Christian Education," by Dwight, be added to the list of Library Books.

Dr. Lucky was added to the Committee on Library Books.

A petition asking for a certificate of incorporation for the "College of Notre Dame," San José, was presented and read, and the petition granted.

On motion, adjourned to meet at the call of the Secretary.

COMMUNICATION.

Editors California Teacher:—I have graded the Schools in Sacramento County according to the following basis:

Primary, or Third Grade School.—To include the branches designated by the State Board of Education as Sixth, Fifth, and Fourth Grades.

Intermediate, or Second Grade School.—To include the branches of Third and Second Grades.

First Grade, or Grammar School.—To include the First and advanced grades; as will be seen by reference to pp. 47 and 51, inclusive, of the Revised School Law.

I would like to notify the Boards of Trustees of Sacramento County, through the *Teacher*, that no teacher will be permitted to teach, unless his or her certificate be equal to the grade of the School which he or she proposes to teach. A rigid adherence to this resolution would be of great advantage to the Schools, and would also tend to elevate the standard of qualification in teachers.

AUGUSTUS TRAFTON,
Supt. Common Schools, Sacramento County.

Men are more civilized by their pleasure than their occupation. Business dispenses not only with ceremony, but often with common civility; and we should become rude, repulsive, and ungracious, did we not recover, in our recreations, the urbanity which in the bustle of labors we disregard.

THE TEACHER AND THE MINISTER.

In many things the work of true Christian education is above that of the ministry, if not in its aims, yet, in the variety, adaptation and power of its appliances, and in the immediateness, determinateness, and perpetually renewed productiveness of the results gained by their use. The minister teaches, indeed, but he does not train. He teaches at intervals—while the educator does his work of love from day to day. The preacher points to the right path—but he cannot make his hearers walk in it; he cannot constrain the will and bind it firmly to its duty; nor can he use the power of personal authority and discipline, or bring his own entire individuality, with all its freight of knowledge, principle and power, to bear upon his people, as can the teacher upon his pupils. He devotes his efforts also to those whose habits have become thoroughly indurated by length of time, and who have long since lost their fresh and natural sensibility to the truth. The very hearts, all full of the fire and glow of youth, which he neglects, the hope of the world and of the church, are those on whom the teacher exerts all his energy, plastic under the gentlest touches of his hand, and tenderly responsive to all his ideas and feelings.—*Dwight's Higher Christian Education.*

STATE EDUCATIONAL DIPLOMAS.

State Educational Diplomas have been granted to the following Teachers:

Oliver M. Adams,
J. P. C. Alsopp,
Walter J. G. Williams,
A. L. Fitzgerald,
John A. Moore,
George W. Jones,
M. M. Scott,
Hamilton Wermouth,
M. B. B. Potter,
Stephen C. Stephens,
Joshua Phelps,
Albert Lyser,
James G. Johnson,
Henry R. Wilson,
W. A. Yates,
Frank Power,
Troy Shelley,
Josiah J. Hammond,
J. H. Braly,
N. B. Garbrick,
M. D. Carr,
E. J. Gillespie,
J. M. Kirkpatrick,
James Walter Lannon,
R. B. Warren,
Thomas Biggs,
Miss Jennie G. Kercheval,
Miss Kate Collins,
Miss Mary E. Joy,
Miss Laura S. Templeton,
Miss Mary J. Bragg,
Miss Susie D. Carey,
Mrs. Laura H. Wells,
Miss Fannie E. Bennett,
Miss E. A. Cleveland,
Miss Mary J. Ritchie,
Miss Flora E. Smith,
Miss Jennie Smith.

STATE LIFE DIPLOMAS.

State Life Diplomas have been granted to the following Teachers:

Thomas Nicholson, San José,
Miss Anna Smith, Sac'to,
H. H. Howe, Sacramento,
Chas. W. Childs, Placerville,
E. D. Humphreys, San Fran.,
W. N. Granger, Marysville,
A. H. Randall, Stockton,
W. A. C. Smith, Santa Clara Co.
Dr. T. H. Rose, Los Angeles,
A. H. Goodrich, Placer Co.
Wm. White, Santa Clara Co.
S. A. Penwell, San Francisco.

PREPONDERANCE OF FEMALE TEACHERS IN THE UNITED STATES.

It is generally admitted that women are naturally better fitted than men for the delicate work of teaching the younger pupils in our schools. It is almost as generally admitted that they are, as a rule, quite as successful as men are with the older children. Nevertheless, there is a very general popular indisposition to pay them, as teachers, in just proportion to the amount and value of the work they do. This is strikingly manifested in the following statistics, which we condense from an interesting paper lately published in the *Tribune*. The averages of monthly wages no doubt exaggerate the relative difference between the pay of the two classes, since the men, for the most part, occupy what are considered the higher positions, and consequently receive the greater pay. Yet, making due allowance for that, the discrepancy between the wages of male and female teachers is much too great to be consistent with justice. According to the last census, there were in the United States 150,241 teachers, of whom 100,000 were women. In some of the States the proportion of women teachers is still greater. In Massachusetts there are six times as many female teachers as males. In Vermont, the proportion is five to one, and in Iowa, three to one. In the large cities the preponderance of female teachers is most marked. In Chicago there are 24 men to 241 women; in Cincinnatti, 60 to 324; in Milwaukie, 14 to 70. St. Louis has 18 to 166; San Francisco, 25 to 183. In the Eastern States the difference is increased; Boston has only 67 men to 565 women; Providence, 9 to 142; Brooklyn, 27 to 510; Philadelphia, 81 to 1,263; Baltimore, 42 to 335; and Washington, 4 to 56. Louisville has 29 male teachers to 103 women. In this city, in the year 1860, three-quarters of the public school teachers were women. In 1866 there were only 178 males out of over 2,000 teachers, and the relative numbers have since remained about the same. The cause of this remarkable disproportion is simply that teaching does not afford as good an opening for men as other occupations; and as people will always seek for the best attainable pay and employment, this field has almost been abandoned to women.—*N. Y. Teacher.*

Department of Public Instruction.

Explanatory.—During the last six months the Superintendent of Public Instruction has received numerous letters from school officers, complaining of the non-reception of the Teacher. He (the Superintendent) wishes to say that *his responsibility commenced with the July number*, and that he wishes to be blamed and punished only for his own delinquencies.

State Board of Examination.—The State Board of Examination is now constituted as follows: The Superintendent of Public Instruction, T. C. Leonard, W. J. Williams, A. L. Fitzgerald, H. N. Bolander. In scholarship and character this Board, as a whole, may challenge comparison with any similar body in the country.

New Edition of the School Law.—A new edition of the Revised School Law is in the hands of the printer, and will, in a few days, be ready for distribution. The only amendments of any importance are these: *First*, the amendment of Section Eleven, requiring a semi-annual apportionment of the School Fund; *Secondly*, the amendment of Section Ninety-eight, increasing the rate of taxation for school and building purposes; and, *Thirdly*, the repeal of the "teacher's oath." The new edition of the School Law contains an appendix, in which are embraced the act creating and organizing the University of California, the blank forms used in the Department of Public Instruction, special acts relating to School matters, etc.

State Normal School Trustees.—The Board of State Normal School Trustees met at the office of the Superintendent of Public Instruction, June 19th and 20th, 1868. Present: Messrs. Braly, Cottle, Trafton, Swezey, Sibley, Denman, and Fitzgerald. Salaries of teachers in the State Normal School were fixed as follows: Dr. Lucky, Principal, $275 per month, for ten months; H. P. Carlton, Vice-Principal, $210 per month; Miss E. W. Houghton, Assistant, $130 per month; Mrs. D. Clark, $120 per month. The Executive Committee for the ensuing year will be: Superintendent O. P. Fitzgerald, S. I. C. Swezey, and James Denman. The Board authorized the Executive Committee to prepare and have printed a suitable form of Diploma for the State Normal School.

Library Books.—The State Board of Education, at a late meeting, added "Dwight's Higher Christian Education," and "Jewell's School Government," to the list of books for Teacher's Libraries. No teacher can read these books without profit to himself and his pupils. The character and style of the former work may be inferred from extracts found in this number of the Teacher.

OUR BOOK TABLE.

A Grammar of the English Language: By Samuel S. Greene, A.M.; Author of "Introduction to the Study of Grammar," "Analysis of Sentences," etc. Philadelphia: Cowperthwait & Co. 1868.

With a few errors, which have become stereotyped by being reproduced by successive authors on grammar, corrected, this book would be one of great merit—as it is, it it one of the best of its class. The system of analysis here presented is unquestionably superior. This book, in the hands of a judicious teacher, who would lop off the excrescences and tone down the errors, would make an attentive class thorough in the knowledge and expert in the correct use of the English tongue—a rare accomplishment. For sale by A. Roman, 417 and 419 Montgomery street, San Francisco.

An Introduction to the Study of Grammar: By Samuel S. Greene, A.M., Professor in Brown University, and author of "Analysis," and "English Grammar." Philadelphia: Cowperthwait & Co. 1868.

This book is designed as a preparation for the larger grammar by the same author, and meets the intention of its maker. There is the same excellence of arrangement and subject matter as in the other, with greater simplicity of style, to suit the beginner. Pity but so good an author, in some respects, had not corrected his faults in others. His system is good. For sale by A. Roman & Co., 417 and 419 Montgomery street, San Francisco.

The Song Cabinet: A New Singing Book for the Use of Schools, Academies, Seminaries, and Singing Classes; Comprising Primary Songs, Lessons, School Songs, and a Short Cantata—"The School Festival." By C. G. Allen. New York: Ivison, Phinney, Blakeman & Co. Chicago: S. C. Griggs & Co. 1868.

A good little book, containing a choice collection of new and pleasing songs for schools and classes. The "Cabinet" is a favorite, as it should be. Send for it. A. Roman & Co., 417 and 419 Montgomery street, San Francisco.

The Common School Geography: An Elementary Treatise on Mathematical, Physical, and Political Geography. By D. M. Warren: Author of a "Treatise on Physical Geography," etc., etc. Philadelphia: Cowperthwait & Co. 1868.

A work of great ability and accuracy, well adapted to the use of Schools, and to the general student. The arrangement is judicious; the language is clear, plain and direct: the maps are accurate and well drawn; a good book. The Treatise on Map Drawing is worthy of the special consideration of teachers. For sale by A. Roman & Co., 417 and 419 Montgomery street, San Francisco.

Mental Arithmetic: Or Oral Exercises in Abstract, and Commercial Arithmetic, with First Lessons in Written Arithmetic. For the Use of Schools. By Chas. S. Venable. New York: Richardson & Co., 14 Broad street. 1868.

This work has many merits. Only a few can be mentioned: The Method: Chapter on Multiples, Divisions, and Prime Factors; Treatment of Vulgar Fractions; the French Decimal system of Weights and Measures.

First Lessons in Numbers: An Easy Illustrated Arithmetic; Prepared for Home Instruction and Primary Schools. By Charles S. Venable. New York: Richardson & Co., 1867.

A pleasing, attractive, and useful little book for children who are beginning to learn numbers—making the study a delight to their young minds rather than a task.

A New Primary Geography: Illustrated by numerous Maps and Engravings. By D. M. Warren, Author of "The Common School Geography," and a "Physical Geography." Philadelphia: Cowperthwait & Co. 1868.

The revised edition of this work comes out improved in appearance and accuracy. It is well adapted to the wants of primary classes. The contents of its chapters are prepared with care and judgment, those subjects being selected which the student should remember, and not cumbering the mind with useless details which will soon be forgotten. For sale by A Roman & Co., 417 and 419 Montgomery street, San Francisco.

Venable's Mathematical Series.

The production of a thorough mathematician and judicious author; is a valuable acquisition to the School literature of our country, and should be taught in every School.

The French Pronouncing Primer. By Charles F. Morel, Sub-Master of the Cosmopolitan School. San Francisco: Henry Payot & Co., No. 640 Washington street. 1868.

A neat little volume of fifty-nine pages; skillfuly adapted to the wants of those beginning the study of the French language. The method is that used with such success in the Cosmopolitan School of this city.

ROLL OF HONOR.

Millerton School, *Fresno County.*—S. H. Hill, Teacher. Lizzie Johnson Mary J. McKenzie, C. C. Baley, Allen Stroud, W. H. McKenzie, Nancy J. Baley, S. B. Baley, E. P. McKenzie, John Jenkins. *Unexceptionable Department:* M. E. Glass, B. F. Glass.

Mt. Aukum School, *El Dorado County.*—Robert Taylor, Jr., Teacher. Sarah F. Kinch, 99; Susie J. Chote, 97; Ella Bates, 97; Maggie Kane, 96; Alfred Richardson, 95.

Lockeford School, *San Joaquin County.*—Term ending June 27th, 1868. S. A. Perry, Teacher. Second Grade—1st, Mary Brakeman; 2d, Clara Hammond; 3d, Olive Brakeman. Third Grade—1st, John Hammond; 2d, Louisa Cahill; 3d, John Montgomery. Fourth Grade—1st, Ada Brown; 2d, Annie Cahill; 3d, Lowery Smith. Fifth Grade—1st, Alice Montgomery; 2d, Oliver McNeil; 3d, John Packard.

Aurora District, *Marin County.*—James Harlow, Teacher. Joseph Kirt, 99; Royal Freeman, 99; Mary Kirt, 98; George Freeman, 98; Henry McClure, 97; Robert McCleave, 96; Mary McClure, 96; Daniel Klein, 96; Henry Klein, 95; Howard Church, 95; Emel Freeman, 94; Hugh Johnson, 94; Richard John-

son, 92; Eva D. Stone, 95; Myron Damon, 95; Mary McCleave, 85; Walter Church, 94; Henry Freeman, 94; Allen Blackburn, 94; Wm. Munro, 94; Robert McClure, 94; Henry McCleave, 93; Edgar Freeman, 92; Mary Cartright, 92; Wm. Freeman, 91; Albert Freeman, 90; Marion Freeman, 91; Janette Robinson, 87; William Malserd, 85; Jasper Huntly, 84; Albert Huntly, 83; Louisa Laufenberg, 83; Mary Robinson, 85; Herbert Osborn, 82; Hermon Church, 83.

REPORT OF THE PUBLIC SCHOOL IN PERALTA DISTRICT, *Alameda County*, for the term ending June 29th, 1868. D. C. Pearson, Teacher. Whole number enrolled, 46; Average number connected with the School—1st month, 41; 2d month, 37½; 3d month, 37; Total, 38½. Average attendance—1st month, 34; 2d month, 34½; 3d month, 35⅞; Total, 35. Per cent. attendance—1st month, .90; 2d month, .92½; 3d month, .96¾; Total, .93. Number tardy, 12. Number on the Roll of Honor—1st month, 9; 2d month, 20; 3d month, 24. The standing of the pupils was as follows, viz.: 1st month—two over .90 per cent., and twenty-one fell below .80 per cent; 2d month—five over .90 per cent., and nine fell below .80 per cent.; 3d month—five over .90 per cent., and only two fell below .80 per cent. The highest stood .93¾ per cent.

CORRECTION.

EDITORS TEACHER :—In an article in a recent number of the TEACHER it was assumed, if not affirmed, that I removed Mr. Ahira Holmes from his position in the Mission School. That statement was wrong, and those acquainted with the circumstances of Mr. H.'s removal very well know it. I was not the first or *second* to advise such action, and *never* did more than endorse it.

J. C. PELTON.

GRADUATING EXERCISES OF THE STATE NORMAL SCHOOL.

THE Graduating Exercises of the State Normal School, in Lincoln Hall, San Francisco, on Thursday evening, May 28, 1868, were varied and interesting, doing credit to both pupils and teachers. The audience gave visible signs of their general appreciation of the performances, and in several instances bestowed enthusiastic applause. It is now too late for an extended notice.

The following is the

ORDER OF EXERCISES:

Prayer.....Rev. ALBERT WILLIAMS.
Music—Chant—"I will lift up mine eyes."
Essay—"Air Castles,".....SARAH FIELD.
Essay—"A Plan of Education,".....TRUMAN P. ASHBROOK.
Music—"Spring's Delights are now returning."
Essay—"Open the Windows,".....MARY E. STONE.
Essay—"What am I?".....TROY SHELLEY.
Music—Solo—"My Soul to God, my Heart to Thee,".....CLARA PORTER.
Essay—"The Old and the New,".....ANNIE H. LEWIS.
Essay—"The World makes the Man,".....DAVID POWELL.
Music—"See our Oars with Feathered Spray."
Essay—"Song,".....JULIA BROWN.

Essay—"Success,".....JOSIAH S. HAMMOND.
Music—"The Ramble."
Essay—"Woman's Work,".....SUSIE S. LAWTON.
Essay—"Friendship's Chain," with Valedictory.....HENRIETTA SLATER.
Music—"Our Rocking Boat."
Presentation of Diplomas.....Hon. O. P. FITZGERALD, State Supt.
Delivery of the State Certificates to the Graduates,....JAMES DENMAN, City Supt.
Address to the Graduating Class,.....Hon. O. P. FITZGERALD.
Music—"Hour of Parting."

LIST OF GRADUATES:

1. Lucy Bonnell.....San Francisco County.
2. L. C. Betancue.....Alameda County.
3. Ella E. Batchelder.....San Francisco County.
4. Julia B. Brown.....El Dorado County.
5. Lizzie Cope.....Santa Clara County.
6. Anna Cathcart.....San Francisco County.
7. Lillian Crittenden.....San Francisco,
8. Sarah Field.....Santa Cruz County.
9. Julia Heney.....San Francisco County.
10. Anna Hall.....San Francisco County.
11. Sallie L. Hall.....Santa Clara County.
12. Amelia Joice.....San Francisco County,
13. Fannie Jacks.....Napa County.
14. Mary Little.....San Francisco County.
15. Anna La Grange.....Alameda County.
16. Annie H. Lewis.....San Francisco County.
17. Susie S. Lawton.....San Francisco County.
18. Beatrice M. Lawrey.....Santa Clara County.
19. Helen McPherson.....San Francisco County.
20. Lottie McKean.....Santa Clara County.
21. Lizzie McCollam.....San Francisco County.
22. Amelia L. Maison.....Contra Costa County.
23. Anna M. Palmer.....Nevada County.
24. Henrietta Slater.....Sacramento County.
25. Mary Smith.....San Francisco County.
26. Mary E. Stone.....San Francisco County.
27. Marion Stokum.....San Francisco County.
28. Elizabeth Staples.....San Francisco County.
29. Addie Treadway.....Napa County.
30. Mary Ward.....Calaveras County.
31. Truman P. Ashbrook.....Napa County.
32. F. A. Day.....Calaveras County.
33. Edward W. Jones.....Colusa County.
34. Wm. M. Magoon.....Sonoma County.
35. J. S. Hammond.....San Soaquin County.
36. David Powell.....Sutter County.
37. Sumner T. Paine.....Sutter County.
38. Troy Shelley.....Sutter County.
39. J. A. Smith.....Sonoma County.

LIFE PARCELED OUT.—Lord Coke wrote the following, which he religiously observed:

"Six hours to sleep,
To law's great study six,
Four spend in prayer,
The rest to nature fix."

But William Jones, a wiser economist of the fleeting hours of life, amended the sentiment thus:

"Seven hours to law,
To soothing slumber seven,
Ten to the world allot,
And all to heaven."

School Directory of San Francisco.

BOARD OF EDUCATION.

PRESIDENT.....THOMAS H. HOLT.

MEMBERS:

FIRST DISTRICT.

E. H. COE, Flint's Warehouse, foot of Battery street. Dwl. E. side Calhoun, between Union and Green streets.

SECOND DISTRICT.

THOS. H. HOLT, 605 Montgomery street.....Dwl. 1803 Stockton street.

THIRD DISTRICT.

WM. F. HALE, M. D.....520 Kearny street.

FOURTH DISTRICT.

H. A. COBB, 327 Montgomery street.....Dwl. 1413 Powell street.

FIFTH DISTRICT.

WASHINGTON AYER, M. D.. 408 Kearny street.....Dwl. 227 Kearny street.

SIXTH DISTRICT.

T. W. J. HOLBROOK, ...15 Hayward's Building, California street.

SEVENTH DISTRICT.

J. F. MEAGHER, St. Mary's Cathedral, corner California and Dupont streets. Dwl. 61 Minna street.

EIGHTH DISTRICT.

A. WASSERMAN, 429 Sacramento street.....Dwl. 515 Post street.

NINTH DISTRICT.

A. W. SCOTT, Southwest cor. Stewart and Folsom sts. Dwl. 19 Rincon place.

TENTH DISTRICT.

A. K. HAWKINS, San Francisco Gas Works, corner Natoma and First streets. Dwl. 829 Howard street.

ELEVENTH DISTRICT.

P. B. CORNWALL, ...Foot of Market street.

TWELFTH DISTRICT.

JAMES A. ROGERS, Northeast cor. Pacific and Polk streets. Dwl. N.W. cor. Filbert and Octavia streets.

JAMES DENMAN, *Superintendent Public Schools*, ...Office—No. 22 City Hall.

GEO. BEANSTON, *Clerk Board of Education*, ...Office—No. 22 City Hall. Dwl. W. side Hollis street, bet. O'Farrell and Ellis.

RICHARD OTT, *Clerk Board of Education*, 22 City Hall. Dwl. 424 Sutter street.

JAMES DUFFY, *Messenger*, 22 City Hall. Dwl. N.W. cor. Eddy and Larkin sts.

STANDING COMMITTEES.

On Nomination of Teachers—Directors Meagher, Cornwall, Holbrook, President and Superintendent.

On Rules and Regulations—Directors Hawkins, Meagher, and Scott.

On Classification and Course of Instruction—Directors Hale, Holbrook, Coe, and Superintendent.

On High and Normal Schools—Directors Ayer, Meagher, and Hawkins.

On Cosmopolitan Schools—Directors Wasserman, Cobb, and Ayer.

On Text Books and Music—Directors Meagher, Rogers, and Hawkins.

On School-Houses and Sites—Directors Rogers, Cornwall, and Holbrook.

On Evening Schools—Directors Hawkins, Wasserman, and Cornwall.

On Furniture and Supplies—Directors Hale, Coe, and Rogers.

On Salaries and Judiciary—Directors Cornwall, Rogers, and Hawkins.

On Finance and Auditing—Directors Scott, Meagher, and Ayer.

On Teachers' Institute—Directors Holbrook, Hawkins, and Cornwall.

On Printing—Directors Coe, Holbrook, and Scott.

On Janitors—Directors Rogers, Hale, and Holbrook.

SCHOOL DIRECTORY.

BOY'S HIGH SCHOOL.

Location—Powell street, near Clay.

Theodore Bradley, 620 Howard.
Thos. C. Leonard, 347 Fourth.
J. M. Sibley, 825 Bush.
A. L. Mann, Clinton.
Mrs. C. L. Atwood, 1806 Mason.

GIRL'S HIGH SCHOOL.

Location—Southeast corner Stockton and Bush streets.

Ellis H. Holmes, 16 Prospect Place.
Mrs. Caroline R. Beals, 923 Powell.
Miss E. A. Cleveland, 2 Sixteenth.
Miss S. A. Barr, 917 Howard.
Madam V. G. Brisac, 1015 Pine.

LINCOLN GRAMMAR SCHOOL.

Location—East side Fifth street, near Market.

Bernhard Marks, cor. Union & Stevens.
Dr. J. Phelps, 38 Stanly Place.
J. D. Littlefield, 625 Harrison.
L. W. Reed, cor. Green and Larkin.
Mrs. M. J. Sanky, 122 Geary.
Miss L. B. Jewett, 372 Brannan.
Mrs. L. C. James, 127 Kearny.
Miss E. A. Shaw, 112 Mason.
Mrs. E. F. Pearson, 750 Howard.
Miss M. T. Kimball, cor. Cal. & Mason.
Miss C. L. Smith, 529 Union.
Miss L. S. Swain, 127 Kearny.

Miss S. G. Bunker, 25 Ellis.
Mrs. B. F. Moore, 963 Howard.
Miss M. A. Salisbury, 917 Howard.
Miss Jennie Forbes, Hyde st., between Green and Filbert.
Miss M. A. H. Estabrook, 411 Minna.
Miss Grace Chalmers, 808 Taylor.
Mrs. M. W. Kincaid, 331 Union.
Miss M. M. Guinness, 521 Folsom.
Miss Mary Pascoe, 7 Verona.
Miss M. L. Jordan, 347 Fourth.
Miss Sarah Field, cor. B'dway & Taylor.

DENMAN GRAMMAR SCHOOL.

Location—Northwest corner of Bush and Taylor streets.

John Swett, 41 Everett.
Miss C. M. Pattee, 804 Bush.
Miss Jessie Smith, corner Dupont and Lombard streets.
Miss Ada C. Bowen, cor. Taylor & Eddy.
Mrs. E. P. Bradley, 620 Howard.
Miss Lillie M. Gummer, 1107 Stockton.
Miss Fannie S. Howe, cor. California and Franklin streets.
Mrs. E. M. Baumgartner, 626 Sutter.
Miss Nettie Doud, corner Van Ness av. and Bush street.
Miss Alice T. Kenney, 526 Pine.
Miss Annie E. Holmes, 510 Hyde.
Miss A. T. Flint, 337 Jessie.
Miss Jennie Armstrong, 762 Mission.
Miss Mary J. Little, 320 Ritch.
Miss Clara C. Bowen, 122 Tyler.

RINCON GRAMMAR SCHOOL.

Location—Vassar Place, leading from Harrison street, between Second and Third.

Ebenezer Knowlton, 4 Center Block, Sixteenth st.
Miss S. M. Scotchler, Adeline street, Oakland.
Miss Mary A. E. Phillips, 127 Kearny.
Miss Margaret Wade, 1407 Washingt'n.
Miss Lizzie Johnston, 246 Jennie.
Miss Helen M. Thompson, 124 Geary.
Miss Helen M. Clarke, 1524 Sacram'to.
Miss M. E. Stowell, 656 Folsom.
Miss Anna M. Dore, 246 Third.
Miss Lizzie B. Easton, 133 Fifth.
Miss Clara Buchnam, 369 Fremont.
Miss Augusta C. Robertson, 524 Folsom.
Miss Satie Davis, 146 Silver.

UNION GRAMMAR SCHOOL.

Location—North side Union, between Montgomery and Kearny.

Thos. H. Myrick, 226 Stevenson.
Miss Flora Smith, cor. Post and Devisadero streets.
Miss Annie Hucks, 527 Green.
Miss Sarah E. Fox, 809 Mission.
Philip Prior, 15th st., bet. Mis. & How.
Miss Nellie Baldwin.
Miss Abbie F. Aldrich, 904 Jackson.
Miss E. White, 1807 Stockton.
Miss Ellen G. Grant, Howard st., bet. 13th and 14th.

BROADWAY GRAMMAR SCHOOL.

Location—North side Broadway, between Powell and Mason.

Prof. W. J. G. Williams, Virginia Blk., Stockton street.
Miss Maggie McKenzie, 135 Kearny.
Miss E. C. Marcus, 919 Stockton.
Miss Phœbe Palmer, 1008 Mission.
Miss Emily M. Tibbey, 527 Green.
Miss Ella J. Morse, cor. Sansome and Filbert streets.
Mrs. L. A. K. Clappe, S. E. cor. Bush and Mason streets.
Miss Mary Solomon, 1805 Stockton.
Miss B. M. Hurlbut, 29 John.
Miss S. B. Cook, Stockton, nr. Geary.
Miss S. A. Kelly, 547½ Tehama.
Miss Mary A. Haswell, 524 Greenwich.
Miss Mattie Ritchie, 122 Geary.

MISSION GRAMMAR SCHOOL.

Location—West side Mission street, between Fifteenth and Sixteenth.

Edwin D. Humphrey, corner Oak and Laguna streets.
J. H. Sumner, Howard st., bet. 12th and 13th.
Mrs. E. Varney, First av., bet. 15th and 16th.
Miss M. A. Jourdan, 15th st., between Howard and Mission.
Mrs. Fannie E. Reynolds, Mission, nr. Fifteenth street.
Mrs. Mary Humphrey, corner Oak and Laguna street.
Miss A. A. Rowe, Howard, nr. 20th.
Miss Mary O'Connor, 17th st., between Valencia and Dolores.
Miss Anita Ciprico, Howard street, bet. 11th and 12th.

SPRING VALLEY GRAMMAR SCHOOL.

Location—South side Broadway, between Larkin and Polk streets.

Noah F. Flood, 613 Pine.
Miss Carrie P. Field, cor. Taylor and Leavenworth streets.
Miss Augusta P. Fink, Greenwich st., bet. Octavia and Laguna.
Abel T. Winn, 41 Everett.
Miss Mary Murphy, 1306 Taylor.
Miss Frances Simon, 255 Stevenson.
Miss Annie E. Stevens, 1505 California.
Miss Mary J. E. Kennedy, 431 Sutter.
Miss Esther Goldsmith, cor. Turk and Leavenworth streets.

WASHINGTON GRAMMAR SCHOOL.

Location—Southwest corner of Mason and Washington streets.

L. D. Allen, N.E. cor. Pine & Laguna.
Francis Jordan, 845 Dupont.
Miss Sarah J. White, 1313 Vallejo.
Miss Helen A. Letterlee, 714 Pine.
Mrs. Lizzie G. Deetkin, 254 Tehama.
Miss Jean Parker, 926 Washington.
Miss Sarah A. Jessup, 1432 Mission.
Miss Carrie Chase, 110 Turk.

SOUTH COSMOPOLITAN GRAMMAR SCHOOL.

Location—North side Post street, between Dupont and Stockton.

Henry N. Bolander, 349 Jessie.
Miss Sarah Gunn, Jones, nr. Wash'n.
Miss Lizzie Gunn, Jones, nr. Wash'n.
Mrs A. H. Hamill, 1018 Market.
Mrs. Louisa Dejarlais, 1713 Powell.
Miss Laura T. Fowler, Market st., opp. Montgomery.
Arnold Dulon, Lutgens' Exch'ge, Commercial street.
Mrs. Emily Foster, 18 Taylor.

SHOTWELL STREET SCHOOL.

Location—East side Shotwell street, between Twenty-second and Twenty-third.

Silas A. White, Treat avenue, bet. 21st and 22d streets.
Miss Annie J. Hall, 4 Powell.
Miss Hattie L. Wooll, 1312 California.
Miss Rebecca P. Paul, 246 Jessie.
Miss Annie A. Hill, Fillmore street, bet. Hayes and Fell streets.
Miss Bessie Hallowell, 931 Howard.
Miss Grace W. Wright, Mission avenue, bet. 17th and 18th streets.
Miss Mary J. Morgan, 308 Jessie.

TENTH STREET SCHOOL.

Location—West side Tenth street, between Folsom and Harrison.

W. J. Gorman, N. E. corner Howard and Fourth streets.
Miss Lizzie O'Callahan, Serp'tine av., near San Bruno road.
Miss Mary A. Hassett, 11 Mason.
Mrs. Margaret Deane, Serpentine av., near San Bruno road.
Miss Margaret McAuliff, S. W. corner Turk and Franklin streets.
Mrs. B. Moore, S.E. cor. Howard & 4th.
Miss Katie A. Galvin, 114 Hayes.

NORTH COSMOPOLITAN SCHOOL.

Location—North side Filbert street, between Jones and Taylor.

Miss Kate Kennedy.
Miss Rosa Levinson, 813 Hyde.
Miss Amelia Wells, 210 Francisco.
Mrs. Bertha Chapuis, 2012 Taylor.
Miss Annie Campbell, 1220 Jackson.
Miss Fannie Soule, Chestnut st., bet. Leavenworth and Hyde.
Miss Ida M. Friel, Virginia Bl'k, Stockton street.
Miss Fannie Mitchell, 1009 Powell.
Miss Agnes Chalmers, 808 Taylor.
Mrs. Ulrica Rendsburg, 910 Post.
Abraham Solomon, 511 Howard.
Miss Jane E. Greer, 17th st., between Guerrero and Valencia.
Miss Naomi Hoy, 1114 Leavenworth.
Mrs. Wm. R. Duane, 21 John.
Mrs. Laura Covington, 516 Eddy.

UNION PRIMARY SCHOOL.

Location—Northwest corner Filbert and Kearny streets.

Mrs. A. Griffith, 824 Lombard.
Miss L. Solomon, 1805 Stockton.
Miss M. Perkins, 824 Lombard.
Miss H. Featherly, 1011 Pacific.
Miss E. Overend, 8 Calhoun.
Miss A. Stinceu, 1025 Clay.
Miss E. O. Capprise, 516 Greenwich.
Miss C. Younger, 316 Green.

POWELL STREET PRIMARY SCHOOL.

Location—West side Powell street, between Washington and Jackson.

Miss Carrie V. Benjamin, 1107 Stock'n.
Miss Sarah E. Thurton, 909 Clay.
Miss Julia M. Gelstone, 113 Stockton.
Miss Mary E. Morgan, 1516 Mason.
Miss Mary E. Tucker, 1602 Taylor.
Miss Leila W. Burwell, 628 Howard.
Miss Anna H. Giles, Howard st., bet. 18th and 19th.
Mrs. E. S. Forester, 906 Leavenworth.
Miss Alice C. Allen, 1028 Pine.

PINE AND LARKIN STREET SCHOOL.

Location—Southwest corner Pine and Larkin streets.

Miss H. Cooke, 808 Taylor.
Miss K. Bonnell, Capp st., between 24th and 25th street.
Miss F. Benjamin, 517 Leavenworth.
Miss A. B. Chalmers, 808 Taylor.
Miss D. Hyman, 734 Post.
Miss L. A. Humphreys, 803 Leaven'th.
Miss B. A. Kelley.
Mrs. J. H. Nevins, Sacramento, bet. Leavenworth and Jones.

COSMOPOLITAN PRIMARY SCHOOL.

Location—North side Post, between Dupont and Stockton.

Miss Minna Graf, 513 Leavenworth.
Miss Grace Smith, 900 Powell.
Miss E. Siegemann, 423 Ellis.
Miss Virginia Coulon, 16 Oak.
Miss Sarah Miller, 740 Mission.
Miss H. E. Roeben, 37 Pacific.
Miss Elise Dames, 55 & 56 South Park.
Miss C. E. Cambell, 36 Stanford.
Miss Lizzie York, 454 Jessie.
Miss A. Koehnke, 221 Turk.

FOURTH STREET PRIMARY SCHOOL.

Location—Northwest corner of Fourth and Clary streets.

Mrs. L. A. Morgan, 416 Post.
Miss A. Gobbons, 939 Geary.
Miss C. Comstock, 807 Mission.
Miss T. J. Carter, 610 Leavenworth.
Miss H. Estabrook, 411 Minna.
Miss J. B. Brown, 809 Mission.
Miss M. A. Stincen, 1025 Clay.
Miss E. Cushing, 106 Stockton.
Miss E. McKee, 116 Perry.
Mrs. R. F. Ingraham, Hubbard street, bet. 2d and 3d.
Miss S. H. Thayer, 413 Minna.

LINCOLN PRIMARY SCHOOL.

Location—Southeast corner Market and Fifth streets.

Miss Kate M. Sullivan, 556 Howard.
Miss Filena T. Sherman, 1012 Powell.
Miss Bessie Malloy, 44 Third.
Miss Nellie A. Littlefield, 1018 Larkin.
Miss Christina McLean, 1117 Howard.
Mrs. Kate McLaughlin, 423 Post.
Miss Martha A. Lawless, 327 Fifth.
Miss Carrie L. Hunt, 1008 Clay.
Miss Mary F. George, 44 Third.
Miss Kate B. Childs, 325 Sixth.
Miss Lydia A. Clegg, 425 Bryant.
Mrs. Laura T. Hopkins, Polk st., bet. Grove and Hayes.
Miss Gazena A. Garrison, 7½ Langton.

TEHAMA PRIMARY SCHOOL.

Location—South side Tehama street, near First.

Mrs. E. A. Wood, 44 Third.
Miss Fannie A. E. Nichols, 613 Third.
Miss Mary F. Smith, 666 Harrison.
Miss E. White, 1209 Clay.
Miss Maggie T. Howard, 562 Howard.
Miss Abbie S. Ross, 505 Leavenworth.
Miss J. A. Hutton, cor. Union & Larkin.
Miss Gertrude Soule, 762 Howard.
Miss Maggie Hall, 4 Powell.
Mrs. S. N. Joseph, 642 Stevenson.
Miss Carrie Barlow, Polk st., bet. Pine and California.
Miss Hattie A. Lyons, 14 Perry.
Miss Helen A. Grant, 44 Third.
Miss S. H. Whitney, 337 Ellis.
Miss Ellen Gallagher, 263 Clara.
Miss Maria L. Soule, 942 Howard.
Miss Sallie Hall, 4 Powell.

BRYANT STREET PRIMARY SCHOOL.

Location—North side Bryant street, between Third and Fourth.

Miss Jennie Smith, 325 Lombard.
Miss Clara G. Dolliver, 439 Fifth.
Mrs. T. M. Sullivan, 614 Third.
Miss Augusta S. Cameron, 315 Fifth.

DRUMM STREET PRIMARY SCHOOL.

Location—Northeast corner Drumm and Sacramento streets.

Miss Annie M. Murphy, 127 Kearny.
Mrs. Helen V. Shipley, 1009 Jackson.
Miss Carrie A. Menges, 326 Jessie.

EIGHTH STREET PRIMARY SCHOOL.

Location—East side Eighth street, between Harrison and Bryant.

Miss A. E. Slavan, 108 Hyde.
Miss M. A. Humphreys, 803 Leaven'h.
Miss S. S. Knapp, 1602 Taylor.
Miss Annie Hazen, 303 Fifth.
Miss C. E. Swain, 513 Lombard.
Miss S. E. Frissell, 12 Hawthorne.
Miss S. E. Johnson, 318 Seventh.
Miss L. W. Wallace, 245 Second.
Miss M. A. Brady, 1133 Folsom.
Miss Kate E. Gorman, 592 Howard.

SPRING VALLEY PRIMARY SCHOOL.

Location—South side Union street, between Franklin and Gough.

Miss J. M. A. Hurley, N.E. cor. Gough and Pacific streets.
Miss Mary J. Patton, S. W. cor. Hyde and Octavia streets.
Miss Alice C. Gregg, N. E. cor. Polk and Broadway streets.

BUSH AND HYDE STREET PRIMARY SCHOOL.

Location—Northwest corner Bush and Hyde streets.

Miss Agnes M. Manning, 44 Third.
Miss Mary F. Metcalf, 423 Post.
Miss Mary E. Savage, 1108 Clay.

HAYES VALLEY PRIMARY SCHOOL.

Location—North side Grove street, between Larkin and Polk.

Miss P. M. Stowell, 323 Geary.
Miss F. A. Stowell, 656 Folsom.
Miss H. P. Burr, 17 Perry.
Miss K. A. O'Brien, 464 Clementina.
Miss Mary Williams, Hayes street, between Buchanan and Laguna.

NORMAL TRAINING SCHOOL.

Location—South side Market street, near Fifth.

Mrs. C. H. Stout, 16th st., nr. Mission.
Miss M. G. Heydenfeldt, Jackson st., near Powell.
Mrs. E. B. Jones, 34 Everett.

CITY TRAINING SCHOOL.

Location—East side Stockton street, near Bush.

Mrs. A. E. DuBois, 609 Sutter.
Miss Anna L. Gray, 725 Bush.
Miss Annie B. Earle, 1119 Sutter.
Miss Susie H. Earle, 674 Harrison.

TYLER STREET SCHOOL.

Location—North side Tyler street, between Pierce and Scott.

Miss Jennie E. Gunn, 215 Turk.
Mrs. Laverna Allen, 444 Jessie.

SAN BRUNO SCHOOL.

Location—San Bruno road, near Toll Gate.

Miss Marion Sears, Twenty-fourth street, near Mission.

OCEAN HOUSE SCHOOL.

Location—Near Ocean House.

Albert Lyser, Ocean House.

POTRERO SCHOOL.

Location—Northeast corner Kentucky and Napa streets.

Miss Annie S. Jewett, 372 Brannan.
Miss Sarah Anderson, 1 Liberty.

FAIRMOUNT SCHOOL.

Location—Fairmount Tract.

Miss S. D. Carey, 516 Folsom.

WEST END SCHOOL.

Location—Near Six Mile House.

W. W. Holder, near School-house.

PINE STREET SCHOOL.

Location—North side Pine street, between Scott and Devisadero.

Miss L. A. Prichard, Broderick st. Miss Abbie F. Sprague, 126 Silver.

COLORED SCHOOL.

Mrs. Georgie Washburn, 427½ Green. Mrs. H. F. Byers.
Mrs. Adrianna Beers, 319 Bush.

CHINESE SCHOOL.

Location—Northeast corner Sacramento and Stockton streets.

Wm. M. Dye, 833 Vallejo.

SPECIAL TEACHERS.

F. K. Mitchell, Teacher of Music, 435 Eddy.
W. D. Murphy, Teacher of Music, 646 Market.
Hubert Burgess, Teacher of Drawing, corner West and 12th streets, Oakland.
—— Burgess, Teacher of Drawing.

State Normal School.

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The Twelfth Term will commence on the 1st day of July, 1868. All candidates for admission must be present at that time. The regular exercises will commence on the 6th of July.

COURSE OF STUDY.

REQUISITES FOR ADMISSION.

To secure admission to the Junior Class, Second Division, applicants must pass a written examination on the following subjects, viz.:

Eaton's Common School Arithmetic—to percentage.
Eaton's Intellectual Arithmetic.
Greene's Introduction to English Grammar.
Willson's Fourth Reader.
Spelling; Penmanship.

Applicants for an advanced Class will be required to pass an examination on the studies previously pursued by that Class.

JUNIOR CLASS—SECOND DIVISION.

Arithmetic—Eaton's Common School—complete.
Grammar—Quackenbos'—begun.
Geography—Guyot's Common School.
Reading—Willson's Fifth Reader.
Moral Lessons—Cowdery's.
Spelling—Willson's Larger Speller.

JUNIOR CLASS—FIRST DIVISION.

Arithmetic—Eaton's Higher.
Grammar—Quackenbos'—complete.
Rhetoric—Boyd's.
Physiology—Cutter's Elementary.
History—Quackenbos'.
Vocal Culture—Russell's.
Book-Keeping—Payson & Dutton's Single Entry.
General Exercises throughout the Junior Year—Penmanship; Object-Lessons; Calisthenics; Methods of Teaching; School Law; Composition and Declamation.

SENIOR CLASS—SECOND DIVISION.

Arithmetic—Eaton's Higher—reviewed.
Algebra—Robinson's Elementary.
Grammar—Greene's Analysis.
Natural Philosophy—Quackenbos'.
Physiology—Cutter's Larger.
Rhetoric—Boyd's.
Natural History—Tenney's.

SENIOR CLASS—FIRST DIVISION.

Botany—Gray's.
Physical Geography—Warren's, with Guyot's Wall Maps.
Normal Training—Russell's.
Geometry—Davies' Legendre—five books.
English Literature—Shaw's.
Book-Keeping—Payson & Dunton's Double Entry.
General Exercises—Same as in Junior Year.

REGULATIONS OF THE STATE NORMAL SCHOOL.

Adopted by the Board of Normal School Trustees, March 28, 1868.

1. All pupils, on entering the School, are to sign the following declaration of intention:

"We, the subscribers, hereby declare that our purpose in entering the State Normal Schoo is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

Male candidates for admission must be at least eighteen years of age; and female applicants at least fifteen years of age; and all must possess a good degree of physical health and vigor.

2. No person whose age exceeds thirty years shall be admitted to the School, except teachers who are fitted to enter the Senior Class.

3. Whenever the number of applicants from any county shall exceed the number to which that county is entitled by law, the applicants shall pass a competitive examination before the County Superintendent, and the County Board of Examination; which examination shall be conducted in the same manner as county examinations for third grade teachers' certificates. The persons passing the highest examination shall be eligible to admission in the order of their standing in examination.

4. All applicants are required to present letters of recommendation, and certificates of good moral character, from the County Superintendent of the county in which they reside.

5. All new applicants shall present themselves for examination at least three days previous to the regular day of each term commencement; and no pupil shall be admitted during term time, except in the case of teachers who hold at least second grade State or County certificates.

6. The Principal of the School shall keep a register of the attendance of pupils, and shall report monthly, to the Secretary of the Board, the whole number enrolled, the average number belonging, the average daily attendance, the percentage of daily attendance, and such other statistics as may be required by the Executive Committee of the Board.

7. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one term of five months.

8. The Normal School shall be divided into two classes: Junior and Senior —each divided into two divisions.

GENERAL INFORMATION.

The time for completing the Normal School course is two years, each divided into two terms of five months.

There will be Written Examinations and Public Exercises at the close of each term. The Graduating Exercises will be in May.

Pupils will be required to furnish their Text Books. Books for reference will be furnished by the State. Good boarding can be procured at about twenty-five to thirty dollars per month.

Applicants will please read attentively the "Regulations" as given above, particularly the Fourth and Fifth.

All graduates will be required to pass an examination on the entire course. Those who complete the studies of the Junior Class will be entitled to certificates of qualification, for teaching schools of Second and Third Grade.

For additional particulars, address

Rev. WM. T. LUCKY, A.M., *Principal*, San Francisco.

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THE

CALIFORNIA TEACHER.

SEPTEMBER, 1868.

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ENGLISH GRAMMAR.

AN ESSAY READ BEFORE THE STATE TEACHERS' INSTITUTE HELD AT SAN FRANCISCO, JUNE 16, 1868.

BY E. J. SCHELLHOUS.

For a long time I have been convinced that the methods of presenting the subject of grammar, now in general use, are inconsistent and inadequate; and having turned my attention to this subject, and having strayed somewhat from the beaten track in instructing my classes, I feel desirous of presenting the results of my experience and observation to the consideration of this body of Teachers.

Among the causes of failure, perhaps none is greater than the endeavor to develop forms of modifications and inflection parallel with those of Latin and Greek. In regard to teaching the English language, it is held in bondage to forms and methods derived altogether from foreign sources.

Another cause of failure is the diffusive and illogical manner of presenting the subject matter to the learner. Grammar must be considered both as a science and an art. As a science, it must embrace the entire philosophy of language; and, of course, our text books on grammar cannot contain what is necessary to the acquisition of all this knowledge. But, as an art, grammar has reference to the forms and usages established by the authority of custom. Whatever may be said of the English language, it is undoubtedly the simplest of all written languages. It is free

from intricacies of accident, and its construction is exceedingly simple ; therefore, the art of conforming to established usage, when properly presented, is not difficult to acquire. If we intend to teach the science of grammar, the text books now in use are altogether too limited ; if the art of speaking and writing our language with propriety be aimed at, then, altogether too much is given ; so, between the too little and the too much, the results have been far from what the time and labor bestowed upon it would lead us to expect, or the wants of this age require. In the consideration of this subject, I shall endeavor to be guided by the suggestions of reason, rather than established forms, and, in presenting a method applicable to the requirements of the English language, I will solicit your attention, while examining the following points:

1st—The importance of a more thorough and systematic study of Etymology;

2nd—An examination into the nature and use of "accidents," as applied to English words, and considering the propriety of dispensing with etymological parsing ; and,

3d- A method of analysis that will unfold and develop a knowledge of the principles of sentential construction.

The form in which the subject matter of anything to be learned must be presented in accordance with the laws of mental action—that is to say, in an inductive, logical, consistent, clear and condensed form, but, above all, intelligible and truthful, so that reasons may be given that will indelibly fix the principles in the mind. We require a clear, systematic and condensed arrangement of the elements and principles of the language, together with a complete and uniform Technology.

Much depends on the uniformity and consistency of this arrangement. The matter presented to the learner must be free from explanations and exceptions. The relations between elements and their dependencies should be suggested by reason and logical sequence.

1. A more thorough and systematic study of Etymology seems to me essential to a practical knowledge of the English language. The etymology of our language is peculiar to itself, and it must be studied in accordance with its peculiarities. Etymology treats of words, their origin and signification. The reasons for a more extended course of study in etymology are so obvious that it is a matter of some surprise, that it is so much neglected in our schools. The aid it affords in orthography will amply repay the student. The changes made in radicals, by adding suffixes, are reduced to a few simple rules, and by the study of roots he acquires a knowledge of words to be obtained in no other way. Another reason is the facility this study affords in learning the meaning and use of words. We have about one hundred and seventy prefixes and suffixes in our language, many of them already familiar, without special study ; these being thoroughly

learned, will compress our vocabulary of more than a hundred thousand words to ten thousand radicals and primitives. These include the Saxon, Gothic, Celtic, Latin, Greek, and other radicals of the language. There are more than thirty thousand English words derived from less than two thousand Latin and Greek roots; thirteen thousand from about two hundred; and two thousand four hundred from only twelve roots; whilst the root *facio*, (to make, or do,) enters into more than five hundred English words, upon which it impresses its own literal signification. These facts, and the ease with which the prefixes and suffixes can be mastered, are sufficient encouragements and reasons for the study of this important branch of philology.

One more reason for the study of etymology is all I have time to mention here. We live in an age of scientific development. The ideas and notions that prevailed a hundred years ago were quite different from those prevailing to-day. Our familiar household words are mostly of Saxon and Gothic origin, and were doubtless, fully adequate to express the ordinary thoughts and emotions of the people. Mechanical art and science are now in a high state of development, and the ordinary thoughts and notions of the people are very different from those of a century ago. We must have language to express especially the technology of these mechanical arts and sciences. To supply this want, we go to the Latin and Greek languages. A careful selection from these languages of the principal roots employed, and they being thoroughly learned, would be of essential service to the student, in the study of the natural sciences and language. It can be shown that less than one half of one per cent. of the books read in this community are of a purely scientific character. One reason for this undoubtedly is, the want of a knowledge of the technical terms necessarily employed by scientific writers. There are about four hundred roots of Latin and Greek origin, from which over three thousand common words may be derived, their definition being expressed by the meaning of the prefixes and suffixes employed in their formation, combined with that of the root; thus, from "*pendeo*," "*pensum*," (to hang,) we have *append, appendant, appendix, appendage, pendent, pendant, depend, dependent, independence, independent, pendulum, penside, perpendicular, pendule, pendulosity, prepense, propensity, suspend, suspender, suspense, suspension;* twenty-one words, and more might be formed. "Append," *ap*, from *ad*, to, the prefix, and *pend*, from *pendeo*, to hang; thus, literally, append means *to hang to;* so, *depend*, from *de*, down, means *to hang down;* and so on, each word so derived has the literal impress of its elements. I shall conclude this part of the subject by quoting from "Lynd's Class-Book of Etymology." He says:

"It is very certain that one truth, accompanied by a reason, will be remembered, when five truths, not so accompanied, will be forgotten. Upon this precept every judicious teacher will act,

and in conformity with it, every good school book will be constructed. Among the works which have taken advantage of it, which have imparted along with the instruction, reasons which shall render that instruction indelible, are those on the subject of Etymology. Why should '*igneous*' mean fiery; '*linguist*,' one who is skilled in languages, or '*illiterate*' one who is ignorant? What is there in the form of these words so analogous to their signification, that should prevent the pupil from confounding them, or entirely forgetting them? Nothing, certainly. Now, bring in the assistance of etymology. It informs the pupil that *igneous* is derived from the Latin word '*ignis*,' which means *fire*, and that '*ous*' is an English adjective termination, expressing 'full of,' or 'consisting of,' and that 'igneous' means consisting of fire, or fiery. It also informs him that *linguist* is formed from the Latin '*lingua*,' a *tongue*, or *language*, and '*ist*', *one who*, and signifies one who has studied many languages. From the same source, he will learn that '*litera*' is the Latin for letter, that '*il*' is a prefix, meaning 'not,' and '*ate*,' an adjective termination, and consequently, that 'illiterate' means, not acquainted with letters, unlearned, ignorant. The pupil now sees the full force of the definition, and the next time he meets these words, the very images expressed by '*ignis*,' '*lingua*,' and '*litera*,' will rise vividly in his mind. If the student knows that '*manus*' signifies a hand, and that *manual* is the English adjective derived from it, he will be at no loss to understand such expressions as '*manual* operations,' 'the king's sign-manual,' etc. If he is aware that *factum* means, to make, he understands, at once, the meaning of 'manufactures', and can ever see the hands of the operatives at work upon various articles."

2. We now come to the second point of inquiry, namely, the "accidents" of words. The term "accident," in grammar, signifies a change in the termination, to express person, number, gender, case, mode, tense, voice, etc. In Latin nouns, for example, a different termination is employed to express the various relations of gender, number, and case, to the other words in the sentence, and in Latin verbs, there is, for every person, number, mode, tense, voice, for the participles, gerunds and supines, a distinct and regular termination, there being more than five hundred in number; they consist of *changes in the word*. Gender, for instance, is a property or modification of the *word*, but not a property of the *object* it signifies; it belongs to the *noun* or *pronoun*, and not to the *thing* signified. We express that by the word *sex*. Nouns and pronouns have no sex, and English nouns having no terminations, or "accidents," to express gender, therefore, they *have no gender*. The English noun has no person, that being a property in the Latin noun, to modify the verb; but the English noun modifies no verb, and is not itself modified to express person. We have a modification to express the plural of some nouns. In the Latin there are five methods of forming the

plural by termination; the plural of English nouns is determined by a different principle, and for a different reason. Case is, for like reasons, an *accident* of Latin, Greek, and other foreign languages, but it cannot belong to the English, because no termination is employed to express it. In the Latin, there are sixty terminations to express case; some of them, it is true, are alike, but in declension they all have to be named. When we speak of the *possessive case*, we speak of a word that is no longer a substantive; the word loses its character as such, and becomes simply a restrictive or limiting word in construction. A noun must be the name of an *entity*, or of something expressing *nonentity*; the *possessive case* does not enter into construction, but simply limits a substantive; therefore, in speaking of nouns, we must exclude the *possessive case*, and place it among adjective elements. Then we may say that accidents do not belong to English nouns. Perhaps it might be urged that *accident* means something more than a change of the word to correspond with its use in construction, but when we speak of *accidents*, we mean nothing more than their liability to change their termination to express the various relations they sustain to other words in the sentence. The employment of words in the construction of sentences involves the principles of *Syntax*. I understand Etymology to treat of *words*, as such, their derivation, formation and meaning; and Syntax to treat of words as to their *use* as elements of sentences, and in modification of them. Then, any change in the form of a word involves Etymology; this we call an *accident*. Taking the Latin as a type of foreign languages, we will see that a noun will undergo the following changes to express its different cases in both numbers, to say nothing of terminations to express *gender :*

Liber, a book, masculine gender.

Singular.	*Plural.*
N. Liber, a book.	N. Libri, books.
G. Libri, of a book.	G. Librorum, of books.
D. Libro, to or for a book.	D. Libris, to, or for books.
Ac. Librum, a book. (Generally the object of transitive verb.)	Ac. Libros, books. (Generally the object of transitive verbs.)
V. Liber, O book.	V. Libri, O books.
Ab. Libro, with a book.	Ab. Libris, with books.

It will be observed, that while there are twelve *accidents* to this noun, determined by different inflections, the only change to express all these relations, in the English noun, *book*, only "s" is added, and that, to express the plural number, and not case at all; it will also be observed, that no possessive case is found in the Latin, nor anything to correspond with it. An analysis of this word "accident" will give us some light as to its meaning and application: Accident, the root *c-i-d*, is from the Latin verb "cado," to fall; the prefix, *ad*, to, and the suffix, *ent*, meaning

ing, continuing to, thus: some change continuing to fall to the ending of the word. The only difference between the ordinary and grammatical sense of this word is, that in the latter these changes are uniform and reduced to rules, while in the ordinary sense, the change of events may take place without intent or previous notice. When we consider that English nouns have no change of form, (except to express the plural number,) and that *accident* means a change of form, we may conclude at once that *accidents* do not pertain to English nouns, except simply to express number.

In our language, we have the pronouns "I," "you," "he," "she" and "it." We call these *personal* pronouns, because they express the relation of the speaker or writer to what is spoken or written. The first person is varied to express number, and subjective and objective elements in Syntax. Thus: singular, subjective "I," objective "me," plural, subjective "we," objective "us." The second person has no variations whatever. We have, it is true, a grave or solemn style, employed sometimes in poetical composition and on solemn occasions, but not in ordinary language, and it should be treated separately under the head of *style* in composition. The third person is varied to express number, and subjective and objective forms. They are "He," used instead of nouns signifying objects of the male sex, "She," used instead of nouns signifying objects of the female sex, and "It," used to represent nouns signifying objects without sex; their variation to express the plural is alike in them all. We have subjective "he," objective "him," subjective "she," objective "her." "It" is varied only to express the plural, which is alike in all three of the third person, namely: subjective "they," objective "them." The relative "who" must correspond with its antecedent; when a pronoun, in person and number, and "who," with its compounds, is varied to express subjective and objective elements, thus: subjective "who," objective "whom."

It is much simpler and easier to learn these different forms of the pronouns, than their declension in the grammars, because these forms never vary, and when once associated with the office they perform, are of easy and ready application. The limiting adjectives derived from these pronouns, *my*, *our*, *your*, *his*, *her*, *its* and *their*, must correspond in person, number and gender, with the pronouns from which they are derived. I do not think these different forms of the pronoun can be regarded as analogous to the accidents of Latin words.

Passing over adjectives, which are varied only to express degrees of comparison, we come to the verb. In the Latin verbs there are one hundred and forty-six inflections in each of the four conjugations; while in the English verb of regular formation there are but *three*, namely: "s" or es, to agree with the singular subject in the present tense and third person of pro-

nouns; "ed," in the past tense and perfect participle, and "ing," in the present participle. But it may be asked, why I endeavor to divest English words of their accidents. I will tell you. The human mind naturally seeks for and delights in truth and consistency. If the learner is informed by the book that nouns have person, gender and case, and then fails to discover them, he is discouraged and embarassed. If you tell him that "man" is third person, masculine gender and nominative case, that these are "accidents" of this noun, he will at once inquire what is the first person—you tell him "man;" what the second—you tell him "man." He will ask what is the objective case—you will tell him "man." So he finds the word "man" without variation, and he is at first puzzled and then disgusted. He studies a month to learn the conjugation of the verb, about two hundred different relations of the verb to the other words in construction, and then finds out but three changes in its form. You tell him, in the sentence, "I walk," that the verb "walk" has different accidents, from "walk" in the sentence "they walk;" you tell him in the first sentence that the verb is in the first person, and singular number, and in the second it is in the third person, plural number. He will fail to understand it, or how it is that a word expressing no idea of entity or nonentity, can have number, if number means one, or more than one. It surely cannot mean that in a verb.

I have no doubt but that these vexatious absurdities, borrowed from Latin and Greek, and perfectly consistent and proper where they belong, but entirely foreign and inapplicable to the construction of our language, tend to depress and discourage the young learner's mind, and create that dislike for this most interesting and important department of education, that is so generally prevalent. Common sense, after all, is the great teacher, and only as we keep within its limits may we expect to succeed, either as teachers or learners.

One of the leading objects in studying grammar is, to learn the changes that take place in words, when employed in construction, as established by standard authorities. A synopsis of all the changes that take place in construction, and rules for guidance, could be written, and be made familiar to the learner in a short time. He then sees what he can accomplish, an end to his work, and how he can accomplish it, therefore he goes to work with a will, and thus avoids this cumbersome and meaningless task of committing rules and definitions to memory, only to be forgotten when a few months out of school. It seems to me, that if we should study the structure of our language, if we should consider that every word performs a certain office, that some words name objects or entities, conveying the idea of subjective or objective reality, others affirm, ask, command or exclaim; others express quality or kind, or restriction; others express time, manner, place, degree, etc.; others used to

show relations of objects; others employed to connect words, phrases, clauses and sentences—if we look at words in this light, we may find the means to analyze and understand the principles and rules of syntax without going back to the *accidents* of words, especially as we have shown how few are their inflections and modifications, when used in construction, and thus dispense with that most perplexing of all things, etymological parsing.

3. But we must hasten on to the third division of this subject—that of syntax. Syntax means *sentence-making*, and its materials are *words*, *phrases* and *clauses*, a certain dependence and relation being necessary to the construction. We have only to study these dependencies and relations, the nature and uses of *words*, *phrases* and *clauses*, to have an understanding of the principles of syntax. In the construction of sentences, certain materials must be regarded as elements. If an affirmation is made, it must be respecting some person or thing; whatever that person or thing is, it must be named; that is the *subject*, the first element; some word or words must express the affirmation, this is the *predicate*, the second element; if any thing or person has received an action this person or thing named is the *object*, the third element; the subject and object must be subjective or objective realities; while the *predicate* must express some act, state, or condition respecting the substantive elements. The subject and object are generally nouns and pronouns, and the basis of the predicate is a verb. But these elements are usually modified by other words, by phrases and clauses. These modifying words do not enter into construction, but describe some quality, or in some way restrict the substantive elements, or express some time, manner, place, degree, etc., respecting the predicate element. I will now introduce a sentence containing all the elements of a sentence, with all the modifiers they are capable of receiving:

Subject. Horses	*Modifiers of Subject.*	
	Word Modifiers.	old.
		hungry.
		gentle.
	Phrase Modifiers.	in the stable.
		with halters on.
		from the pasture.
	Clause Modifiers.	standing by the rack.
		that I bought.
		to plow the garden with.
Predicate. eat	*Modifiers of Predicate.*	
	Word Modifiers.	greedily.
		constantly.
		usually.
	Phrase Modifiers.	every night.
		in the morning.
		all the time.
	Clause Modifiers.	when they can get it.
		if they are hungry.
		to gratify their appetite.

Object. hay.	*Modifiers of Object.*	Word Modifiers.	new.
			good.
			old.
		Phrase Modifiers.	in the rack.
			of poor quality.
			of last year's cutting.
		Clause Modifiers.	that was bought for them.
			that came from the meadow.
			chopped and mixed with barley.

Of course, no sentence is ever modified by so many modifiers, but usually more words are employed as modifiers of elements than the words expressing the elements. The following sentence will illustrate :

"The vast magnitude of the heavenly bodies, so far surpassing what could be conceived by their appearance to the unassisted eye, their incalculable numbers, the immense velocity of their motions, and the astonishing forces with which they are impelled in their career through the heavens, the attractive influence they exert upon each other, at the distance of hundreds of millions of miles, and the important ends they are destined to accomplish in the universal empire of Jehovah, present to the human imagination a scene and a subject of contemplation on which the soul of man might expatiate with increasing wonder and delight during an indefinite series of ages."

* | The (M. S.) | vast (M. S.) | *"magnitude"* (S. (1)) | of the heavenly bodies (M. [Phrase Modifier] S.), | so far (Predicative M. E.) |

surpassing (Participle Clause M. S.) | what (O. of Part. & S. of Rel. Clause.) | could be conceived (P.) | by their appearance (M. [Phrase] P. of Rel. Clause.) |

to the unassisted eye (M. [Phrase] Phrase.) ; | their (M. 2 S.) | incalculable (M. 2 S.) | *"numbers,"* (S. (2.)) | the (M. 3 S.) |

immense (M. 3 S.) | *"velocity"* (S. (3)) | of their motions (M. [Phrase] 3 S.), | and (Con.) | the (M. 4 S.) | astonishing (M. 4 S.) |

"forces" (S. (4)) | with which they are impelled (Relative Clause. M. 4 S.) | in their career (M. [Phrase] P. of Rel. Clause.) |

through the heavens (M. [Phrase] last phrase.), | the (M. 5 S.) | attractive (M. 5 S.) | *"influence"* (S. (5)) | they exert (Rel. Clause. (that) M. 5 S.) |

upon each other (M. [Phrase] P. of Relative Clause.) | at the distance (M. [Phrase] P. of Relative Clause.) | of hundreds of millions of (M. [Phrase] last phrase.)

miles, | and (Con.) | the (M. 6 S.) | important (M. 6 S.) | *"ends"* (S. (6)) | they (S. of Cl. M. 6 S.) | are destined (P. of Clause.) | to (Relative Clause.)

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* Explanation of abbreviations :

M.—Modifier.	O.—Object.
S.—Subject.	C.—Clause.
P.—Predicate.	R. C.—Relative Clause.

In the sentence there are six word subjects, marked by figures, 1, 2, etc., and two objects marked the same.

[Infinitive Clause] M. P. of Clause. | [Phrase] M. of last Clause. | [Phrase] M. last Clause. | P. 1.
accomplish | in the universal empire | of Jehovah, | "*present*" |

[Phrase] M. P. of Sentence. | M. 1 O. | (2) O. | Con. | M. 2 O. | (2) O.
to the human imagination | a | "*scene*" | and | a | "*subject*" |

[Phrase] M. 1 and 2. | [Relative Clause] M. S. S. of Rel. Cl. | [Phrase] M.S. of Rel. Cl. | P. of Relative Clause.
of contemplation | on which | the | soul | of man | might expa-

[Compound Phrase] M. P. of Relative Clause. | [Phrase] M. P. of Relative Clause.
tiate | with increasing wonder and delight | during an indefinite

[Phrase] M. last P. ase.
series | of ages.

This sentence contains one hundred and eight words; the subject is compound, consisting of six words; the predicate is simple, and the object is compound, consisting of two words.

It is essential to bear in mind the radical difference between a *sentence* and a *clause*. A sentence *affirms*, *asks*, *commands*, or *exclaims* some act, state, or condition, but a clause *assumes* such act, state or condition. Let us illustrate: "The dog that barks seldom bites." "That barks," is a relative clause; we have not *affirmed* that the dog barks, we *assume* it. Again, "When I return, I will attend to your request." "When I return," is an adverbial clause; the act is *assumed*, but not affirmed. Again, "I saw the boatman crossing the river." I *assume* the condition of the boatman; were I to affirm it, I should say: "The boatman was crossing the river;" and this would be a sentence. Again, "I will come, if I can." I *affirm* no ability to come; I *assume* that condition. Again, "He came to hear the news;" I do not affirm that he hears the news, but assume it. Then, we may define a sentence thus: The words employed in affirming, asking, commanding or exclaiming an act, state or condition, constitute a sentence; and a clause, thus: The words employed in *assuming* an act, state or condition, and used for the purpose of introducing some fact respecting the substantive elements, or expressing some time, place, manner or degree of the predicate of the sentence which they are intended to modify.

Clauses and phrases perform the office of modifiers, and in analysis should, therefore, be pointed out; the elements they modify designated, and then analysed. In examining the various grammars in popular use, I find but little satisfaction in the manner in which clauses are treated. They are called Subordinate Divisions of Sentences, Dependent, Clauses, etc. No two authors agree, so far as I know, in their classification of sentences, or the disposition of clauses. Simple sentences, compound sentences, complex sentences, compound complex sentences, are thrust upon the young learner without his having much of an idea of their nature. Some grammarians tell us that the members of compound sentences are clauses; others, still, that a sentence

containing clauses may be simple. Another grammarian dilates upon compact sentences and loose sentences; the compact sentences, according to him, have three forms, the third of which has five varieties; then, compact sentences are of two kinds, single and double, and the double has two species, compact double affirmatives, and compact double negatives, and so on, until the mind of the learner is lost in bewilderment. The multiplicity of rules and definitions, and explanations of rules, and the copious list of exceptions and notes and remarks with which our grammars are filled, tend rather to depress and embarass than assist and direct the learner. If we regard every affirmation, interrogative, command or entreaty, or exclamation, as a sentence, and all other words, or phrases, or clauses, as used in modification, and point out their relations and uses, we will have all that is necessary to know in regard to sentential construction. This would involve but few general principles, and the process would be indicated and guided by reason, and thus afford a series of logical exercises invaluable in enabling the student to understand and use language properly.

Thus far I have attempted to indicate a method calculated to secure the best results in the shortest time. The majority of pupils who attend our Public Schools have neither time nor opportunity for an extended course of study; they are, therefore, entitled to the best methods that can be employed. I have endeavored to show the importance of a systematic study of etymology, its aids in orthography, in the meaning and employment of words, in the expression of ideas; and in the demands of this age of progress, where Art, Science, and Philosophy are making such rapid advancement and gaining so much popular favor, a language is required for popular expression. I have also endeavored to show that the idea of "*accidents*," as applied to English words, is factitious, and productive of no good results; that etymological parsing may be dispensed with to advantage; that condensation and simplification of rules and definitions are essential to the desired success; that, to elucidate the principles of syntax, elements and their modifiers are unmistakably distinguished; that clauses are regarded as different in their nature from sentences; that they may be readily distinguished, and their various uses easily recognized, namely, as modifiers of sentences; and that thorough and systematic drill will secure to the learner that familiarity in the principles and rules of construction, that will serve him as long as he requires the use of language. And, in conclusion, let me call your attention to the importance of this subject; how much precious time is wasted, both by teachers and pupils, in wading through the mazes of meaningless declensions and conjugations, and daily rehearsing rules and formulas, without application to the practical uses for which a knowledge of language is to be learned. The subject is certainly worthy the attention of teachers, especially in our Public Schools,

for the majority who attend them will never have other opportunities of acquiring a knowledge of their mother tongue. There is a general complaint of poverty of language; although we have in our language a vocabulary of over one hundred thousand words, there is not, perhaps, over three per cent. of them in common use! And, then, in composition, how little of instruction is given! It requires years to master the contents of Quackenbos' grammar, and even then, many defects in common speech are not remedied.

We cannot expect to compass the whole field of philology; the art of conforming to established usage, and aiming at propriety and a little elegance, are the most we can expect. No subject, not the minutest thing, can be so exhausted that further thought and the insight of genius may not discover still deeper meanings, and more subtile relations. And thus knowledge becomes progressive; each generation receives its inheritance of knowledge, makes its own additions, and bequeaths the whole to its successor. And, as each advancing thought is somewhat in contravention of old forms, so modifications of language are demanded, and accessions and changes are constantly going on. I will here present a brief synopsis of all the changes that take place in words, in construction.

1. *Nouns.*—Nouns are changed to express the plural number, and to denote possession or fitness.

2. *Pronouns.*—Personal pronouns are changed to express person, number, distinctions of sex, subjective and objective elements, and possession or fitness. The changes are, for the first, *I*, *my*, and *me*, in the singular, and *we*, *our* and *us*, in the plural, expressing, in their order, subjective, possessive and objective forms. For the second person, no changes occur. In the third person, changes are made to express distinctions of sex; for the male, *he*, *his*, and *him*, in the singular; and *she*, *her*, *her*, for the female, in their order, subjective, possessive, and objective forms; for either sex, no change is made, except *its*, possessive in the singular. The plural for all of the third person is alike, namely, *they*, *their*, *them*, in the order as above. The relative, *who*, with its compounds, is similar in its changes to the third person of personals, except it has no form to express plural.

3. *Adjectives.*—Some adjectives undergo changes to express comparison, of which there are two degrees, comparative and superlative. When two objects of similar character are compared, the suffix *er*, is added to the adjective, or *more*, is prefixed to it. When more than two are compared, *est* is added, or *most* prefixed. The following six adjectives are exceptions: Good, bad, little, much; many, and late.

4. *Verbs.*—Verbs are changed only to express tense; except when the subject is in the third person and singular, the verb, in the present tense takes *s* or *es*. In verbs forming their tenses regularly, *ed* is added to express the past tense and perfect parti-

ciple, and *ing*, for the present participle. The verb *to be*, has *am* to agree with *I*; *are*, to agree with plural subjects, when the verb is present time; *was*, for the past singular, and *were* for the plural subject. About one hundred and eighty verbs form their past tense and perfect participle irregularly, and may be classed as follows: 1. Those which undergo no change, as *bet*, *cut*, *cost*; 2. Those forming their past tense and perfect participle alike, as *buy*, *bought*, *brought*; 3. Those having different forms for the present, past, and perfect participle, as *give*, *gave*, *given*, *go*, *went*, *gone*, etc. The tense of verbs is modified by the auxiliaries—*may*, *can*, *must*, *might*, *could*, *would*, *should*, *shall*, *will*, and *have*. These are used in different tenses, without variation.

5. *Adverbs.*—Adverbs of time and manner, like adjectives, may be compared by the same method, and in the same manner as adjectives.

The foregoing constitute the grammatical changes in the English language, which should be learned along with analytical exercises. The formation of the plural of nouns, and the possessive case, can be easily learned, thus dispensing with their declension. The few changes of the verb being learned, will avoid the necessity of a long, tedious, and meaningless conjugation. There may be principles involved in etymological parsing essential to a knowledge of our language, which I have failed to discover. If so, neither pride, nor fear of exposing my ignorance, shall deter me from speaking my honest convictions. Self, and self-considerations are lost in this inquiry. I demand, this age demands, the rising youth of our State demand, that the veil that enshrouds in mystery so much of our grammar be lifted, and that which is dark and enigmatical be made plain.

OBJECT-LESSONS FOR SMALL CHILDREN.

ALUM.—SEVENTH GRADE.

Do you know what this is? It is alum. To which kingdom do you think it belongs? To the mineral kingdom. That is right. I suppose you have often seen alum at home; but, have you ever put it into your mouth; well, was it pleasant to the taste? It tasted rather sweet, but it puckered my mouth all up. Yes; alum is said to be *astringent*, and now you know what that word means; don't forget it. Look at this piece of alum, and tell me more of its properties. Can you see through it, or not? Yes; it is transparent; and it is colorless, too. Is it solid, or liquid? Solid. Why? Because it cannot be poured out so as to form into drops. Do you know whether it will dissolve in water, or not? It will. Then, what shall we say of it? It is soluble. Is alum a metal? No; it is not. I must tell you one thing which I want you always to remember—*metals are never soluble*; so, alum is not

metal. Tell me something else about it. It is brittle. What does brittle mean? It will break easily. Do you know what alum is used for? No. Well, I will tell you some of its uses, and perhaps you can find out some others. It is used in converting skins into leather; in making paper; also, in coloring and printing calico. To-morrow, come prepared to tell me other uses of alum. Ask your friends all about it; get them to tell you what they do with it.

Qualities—Transparent; colorless; astringent; brittle; soluble. *Uses*—In tanning leather; in making paper; and in coloring and printing calico.

LEAD.—SEVENTH AND EIGHTH GRADES.

Here is a piece—of what? Lead. What is lead? It is a metal. Where does it come from? It is dug out of mines in the earth. Take this piece in your hand, and tell me all you can about it. It is heavy, solid and opaque. Can you bend it? Yes; it is pliable. You see that I can very readily cut it with my knife; what does that prove? That it is soft. Yes; it is the softest of all the metals. It melts, too, very easily; why is that? Because it is fusible. What is its color? Gray. Yes; bluish gray. What is said of substances that may be hammered into sheets? They are said to be malleable. Well, lead is malleable. Now, what is it used for? For making bullets. For anything else? For water-pipes. Yes; and for gutters, cisterns and reservoirs of water; and for making paint. Now, repeat in concert the qualities and uses of lead.

Qualities—Metal; solid; heavy; opaque; pliable; soft; fusible; and malleable. *Uses*—For making shot, pipes, gutters, and paint.

THE ELEPHANT.—EIGHTH AND NINTH GRADES.

Of what is this a picture? Of an elephant. Have you ever seen an elephant; have you ever been to a circus or menagerie? Do you know what a menagerie is? It is a collection of all sorts of animals. Is the elephant wild or tame? It is naturally wild- but may be easily tamed. How large is the elephant, compared with other animals? It is the largest of all land animals. Why do you say "land animals?" Because there are animals in the sea which are larger. Right. How tall should you think the elephant is? Well, it is generally about eight feet high, and sometimes even more; did you ever see a man as tall as that? No; you do not very often see a man taller than six feet, or six feet and a few inches. You see that the elephant seems to have no neck at all, or, at least, a very short one; how do you suppose he gets food from the ground? He takes it up

with his trunk. Yes; though the trunk looks so large and clumsy, the elephant can pick up very small objects with it. Now, I will take the pointer, and as I point to the different parts of the animal I want you to name and describe them. Body—very large; legs—short and thick; ears—large and flat, like a curtain; head—small; eyes—small and bright; tusks—long and white. What kind of a skin has it? Thick skin. What color is it? Dark brown. Of what use are the tusks to us? They give us ivory. What are elephants useful for? They carry baggage, and work like horses and oxen; they are employed to hunt tigers and lions, also, to capture wild elephants. To-morrow, I want you to tell me where the elephant comes from. Repeat in concert the parts, qualities and uses.

Parts—Body, legs, head, ears, eyes, trunk, tusks, and skin. *Qualities*—Large, wild, easily tamed, useful. *Uses*—To carry baggage; to work like horses and oxen; to hunt lions and tigers; to capture wild elephants.

[For the "California Teacher."

THE TEACHER'S WORK AND WORTH.

FROM ONE OF US TO THE REST OF US.

BY PROF. KNOWLTON.

THE work of the conscientious, faithful teacher is one of the most anxious, ceaseless and exhausting of human occupations. There is literally no end to the thousand and one little things, and great, which *any* teacher *may* do, which *such* a teacher *will* do, or certainly attempt.

Our profession includes scores of men and women who habitually double the hours of service prescribed by the most exacting department. Their own consciences have "Rules and Regulations" constantly impelling them to extra service far beyond any duties formally required by the strictest "Manual," and very far exceeding, in real and lasting worth, the highest pecuniary compensation ever yet contemplated by the most liberal directors.

We cannot deny, indeed, and we must not forget, that many teach as mere hirelings, using their hastily chosen, and always irksome profession, as a mere temporary reliance, a stepping-stone to something beyond, or a scaffolding to something they think higher. But these, though sadly numerous, are by no means all. Within the past two years the Public Schools of our State have worn away the early bloom, exhausted the fresh, young life, and invited the ungrateful epithet "poor pedagogue," or "old maid school-ma'am," to the names of scores of patient men and women, who have steadily foregone successive advantageous proposals to abandon their chosen life-work, despised and thank-

less though it often prove. Purifying young hearts for the happiness of future homes, and strengthening young minds for the stability of the coming state, yield an hourly dividend of inward satisfaction, and higher approbation, far beyond earthly computation. And they are working nobly yet, daily doing more for the substantial wealth of the State, and the enduring welfare of society, than the whole throng of their thankless maligners, who daily squander, in vicious self-indulgence the wealth that would build a school-house in every district, and pay the teacher's salary the whole year round.

It is not any single, crushing anxiety, but an ever-abiding sense of personal responsibility for myriads of things too small to meet the common sight, but quite too vital to permit neglect; countless little cares, ceaselessly picking at the very center of nervous power, and gnawing away at the very core of vital energy. All these bring in a constancy and completeness of nervous exhaustion, and a frequency of vital depression, impossible to be described, and hardly to be imagined by those who have not actually and habitually experienced them. Day after day they burn away the transient vitality snatched from brief and infrequent rest; hour after hour they sap the very foundations of original constitutional vigor. Year after year buries their failing strength more helplessly and hopelessly beneath the growing burdens of later years, in that profession whose highest pecuniary compensation falls far below the pay of a banker's book-keeper, a mining company's secretary, or a ship-owner's captain; a pay to which no excellence of natural endowment, no variety of educated capacity, no extent of unusual acquisition, no amount of faithful zeal, untiring activity, or successful accomplishment, can add one dime; a discouraging pittance which can yield the longest service no sufficient surplus for travel, sickness or old age, except to such as forswear marriage and forego all hope of founding an earthly home for the exhausted years of life's decline.

Let us extend the time of normal training, raise the standard of qualification many degrees, and make the examination for teachers more thoroughly rigid, if necessity demand, but when we have once admitted teachers of well-proved fitness, let us remember that every year of after service imparts an additional experience, and an increased effectiveness which well-nigh triple the value of the next. Let not the discoverers of mines so far outrank the developers of mind in popular appreciation and public reward.

If nobly educated men and gentle women are the richest wealth and the surest strength of a free nation, is not mind, well balanced and well trained, the truest measure of civil worth, and the safest guaranty of social stability? And, if this be granted, what work more vital, what work more truly statesmanlike and patriotic than that of the Department of Public Instruction, and what workers stand closer to the heart of the people, or deserve better at the hand of the State than they who worthily conduct it?

SCHOOL APPARATUS.

Foremost among the yet pressing needs of the schools is that of proper apparatus; and the time is here when its presence in all the schools must be insisted on.

In the term "apparatus," we do not include the necessary furniture of the school-room, such as comfortable seats and desks, (the latter with covered ink-wells,) hat and clothes closets and racks, a sufficient stove, etc. These are essential to the room; in fact, more than anything else they constitute a school-room. Without these it is but an ordinary apartment. They are, therefore, supposed to be present, of proper kind and in sufficient quantity, in every school-house.

Nor do we include in the term the thousand and one inventions of so-called school apparatus, which have of late years been offered as mental labor-saving machines to the teacher and the pupil. In fact, we would fear these inventions, were they as successful in introduction as they are numerous; but they are not, and never will be. Probably not one in a hundred of the patent school apparatus presented in the past twenty years, with such loudness of claim as to utility, has made good its place in the school-room; and, what is better, they never will come into general use. The school is the place for mental labor—hard, continuous labor—for forming the habit of mental effort and labor; and any invention or arrangement which defeats or materially lessens this first object of education, injures the school, retards the real progress of the learner, and ultimately increases the work of the teacher. There is a clear comprehension of this fundamental principle in all true teachers. There is an indefinite feeling or sense of it in nearly all the teachers, and there is a common sense view of it in Boards of Directors. And, hence it is, that patent labor-saving machines for schools have met with little favor.

Still, there is a class of school apparatus which is as necessary to the right instruction of the mind as proper furniture is to the comfort of the body of the pupil; and this, in its fullness and perfection, should be insisted on, and be present in every well equipped school. Among the articles composing this class, or rather as a list constituting a sufficient supply for an ordinary school, we would name:

1. A *Large Bible*, a *Quarto Dictionary*, and a *Universal Gazetteer*. The first, to be placed on the teacher's desk, and used daily, either in the worship authorized by the Board, and conducted by the teacher, if a professing Christian, or used by the teacher during the daily reading of the Scriptures by the pupils, which should never be omitted. The Dictionary and Gazetteer to be in front of the teacher's desk on a stand, or in some other accessible place, for instant consultation by the pupils, who should

thus be taught the habit of constant reference to them ; the teacher making it a rule never to answer a question on orthography, pronunciation, definition, etymology, or geography, which the Dictionary or Gazeteer can solve. This habit, which so few possess, is so instructive and helpful as to form in itself an invaluable portion in self-education.

2. A *Good Clock*, large enough to show the hour from every part of the room; and a *Hand-bell*, to call in and regulate the exercises of the school. Perhaps, for the latter purpose, a clear-toned school-gong is to be preferred to the bell. Since punctuality and order are essential, it is impossible to secure these without the means to mark their times and changes.

3. A *School Register*, of some approved form, showing the attendance and condition of the school, not only from day to day and month to month, but from one term to another. A permanent record of this kind, kept in the school-house, showing the statistics of the school during the next preceding and several former terms, will be of very great service to a new teacher, and an admirable history of the attending youth.

4. The *Blackboard* –not four by six feet of boards framed together, painted black and hung in a corner—but a sufficiency of the sides of the room to accomodate at least twenty pupils at a time, covered with a preparation of artificial slate, surrounded with neat ledges, and accompanied with proper crayons and rubbers. The blackboard is the very best addition to the more mechanical apparatus of teaching, which modern improvement has brought into the school-room. The teacher who undertakes to conduct a school without it, or with a few square feet of it, should be regarded with suspicion as to his qualifications.

5. *Maps*, both in detail and outline, and a set of *Globes ;* the former to be on a sufficiently large scale to be visible for the purposes of instruction from the pupils' seats, and the latter large enough for satisfactory use in class instruction. To these might be added, with great advantage, a *Tellurian* and an *Orrery*. But the two last named we would not at first insist on.

6. A large *Elocutionary* or *Phonetic Chart*, with a set of *Alphabet* and *Spelling Cards* of good size ; to be daily used, and not hung up for show.

7. *Writing* and *Drawing Charts*, showing the linear elements of form, not only as embraced in written letters, but in the accurate representation of other objects. A letter, after all, is but an object, and the lines which most correctly present it to the eye are as much its elements as those which give the true idea of a right line or a circle, a table or a book.

8. A complete set of all the *Text-books* in the school, for the desk and use of the teacher ; a necessity so obvious that we have been surprised to find some schools without it.

9. A *Cabinet* or case for such specimens of minerals, etc., as the pupils may voluntarily collect, and for articles to be used in object-teaching.

10. A neat *Book-case* for the School Library, the very presence of which in the room will induce the pupils to collect and procure books to fill it; and also for such works of reference, and on teaching, as the Board, from time to time, may furnish to the school.

With this outfit of apparatus for a beginning, the qualified teacher will be justified in taking charge of the school, and in undertaking to show proper progress on the part of his pupils. Without this equipment, at the least, we unhesitatingly give it as our opinion and advice, that no teacher with the full State certificate should consent to exercise his profession in any school-house. Others may, for the present, and under the pressure of necessity, dispense with these necessary appliances; but the full teacher—he or she who has attained the front rank of the profession—owes it not only to self-respect and to the profession, but to the good of the schools, to keep high the standard, and to demand all proper facilities in the exercise of his momentous duties.

. In fact, so clear are we in the conviction that the time has arrived for justice to the schools and the teaching profession, in this respect, that we think the State Superintendent would be justified in advising the corps of State teachers to exercise their profession only in schools fully supplied with proper educational apparatus. Such a stand, now taken, would at once produce model schools in this respect, in every part of the State, which, in their turn, would soon exhibit and establish the value of the improvement, and make it general.

There is another class of apparatus, such as Cubical Blocks, a Numeral Frame, Alphabet Blocks, a Thermometer, etc., etc., which are also indispensable. But these, and similar small articles of apparatus are generally owned and taken with them by the teachers, from school to school; and, as they are of small cost, and easily portable, and also liable to be lost or abstracted, if left in the school-houses during the closure of the school, it is probably better, for the present, to leave them to the private ownership of the teachers.

For the higher schools in a graded series, of course, apparatus and instruments of a more advanced kind are needed, and should not be dispensed with; such as Physiological Charts, a good Orrery, Apparatus and Instruments for teaching Natural Philosophy, Chemistry, etc. But when the lower schools shall have been supplied with what they need in this direction, the higher will take care of themselves.

One word more, in the way of caution. Patentees and agents for all kinds of improved school furniture and new-fangled apparatus are in the almost weekly habit of visiting the schools, to gain the teachers' influence in favor of their introduction. As to change in furniture, our advice is neither to demand nor urge it, if that in the room is sufficiently commodious to be comfortable,

and suitable to be consistent with health. Even if not desirable, friend Teacher, show by the care you take of it, and the progress in it of your pupils, that you and they are worthy of better. Be a good housekeeper. In your home you do not despise or abuse your plain tables and chairs and the rag-carpet on the floor, simply because you would rather have better. Be this your rule in the school, and the better will come at the right time.

And, as to apparatus, the very way to prevent a supply of essential articles is to be continually pestering your Board for every new invention, which that uneasy spirit which seeks to render perfect the "man machine" by means of shallow mechanical appliances, would substitute for thought and study. Be very cautious how you indorse, much less seek to introduce them. Work with the approved tools you have, and leave the new ones to that test of time which so few of them have yet successfully borne.—*Pennsylvania School Journal.*

STATE CERTIFICATES.

FIRST GRADE.

STATE Certificates of the First Grade have been granted to the following teachers:

Miss Sarah E. Frissell,	Chas. F. Miers,	Miss Mary E. Bannister.
James Voorhees,	Mrs. Lizzie G. Deetken,	Miss Elizabeth Powell,
Charles Johns,	Miss Mary E. Hall,	Miss Ida M. Freel,
D. A. Macphee,	Miss Evelyn E. Burke,	Wm. H. Reeves,
C. K. Jenner,	Mrs. Louisa Carter,	George Lighthall,
Eli G. Coe,	Mrs. Mary B. Moore,	Miss Clara B. Dolliver.
Miss Emma M. Bush,	J. Henry Eickhoff,	Michael Brophy,
Wm. J. Gorman,	Emile Coulon,	Joseph O'Conner,
Mrs. S. H. Richardson,	Mrs. Delia R. Wheelock,	Edward A. Martin,
Miss M. A. E. Phillips,	Mrs. A. H. McDonald,	Azariah Martin,
M. C. Clark,	John Gamble,	Wm. Stone,
Miss Agnes McCormick,	Melville Dozier,	Irving P. Henning,
John Fox,	Miss Harriet McCormick,	Miss Lizzie Le Breton Gunn
Miss Nancy Davenport,	John Miller,	C. D. McNaughton,
Miss Jane E. Greer,	Lafayette Miller,	C. F. Boardman,
Miss Lydia A. Clegg,	Miss Annie H. Lewis,	Miss Amey Campbell,
Miss Emma H. Kelsey,	Miss Fannie Jacks,	Miss Gazina A. Garrison.
Chas. Dascomb,	Miss Henrietta Slater,	Miss Elizabeth York,
Miss Sarah E. Fox,	David Powell,	Miss Mary Wall.

SECOND GRADE.

State Certificates of the Second Grade have been granted to the following teachers:

Miss Martha A. Weeks,	Miss Annie Hall,	Miss Hattie G. Clark,
Miss Kate A. Galvin,	Miss Sallie Hall,	Miss Anna Eames,
Miss Maggie McAuliff,	Miss Julia A. Heney,	Miss Mae E. Eames,
Patrick Troy,	Miss Anna E. LaGrange,	Miss Lois M. Poole,
D. M. Adams,	Miss Beatrice Lawrey,	Miss Annie Hayes,
Miss Christina McLean,	Miss Susie S. Lawton,	John Dooner,

Miss Margaret Halley,
Miss Mary A. Smith,
Miss Eliza Ayres,
Miss Mattie Ritchie,
Mrs. F. V. Holmes,
Miss Mary J.E.Kennedy,
Thomas A. Manus,
Miss Hattie M. Fairchild,
Miss Agnes Hicklin,
Miss Julia B. Brown,
Miss Lizzie C. Betancue,
Miss Lizzie Cope,
Miss Lillian Crittenden,
Miss Sarah Field,
Miss Mary Little,
Miss Lizzie McCollum,
Miss Helen McPherson,
Miss Annie A. Palmer,
Miss Mary E. Stone,
Miss Addie Treadway,
Miss Mary Ward,
Miss Lottie McKean,
Francis Day,
William Magoon,
Sumner Paine,
John A. Smith,
Miss Maria L. Soule,
Bennett Yarnall,
Marcus T. Sickall,
Geo. S. DeWolf,
Jos. P. Taylor,
Adhimer Brady,
Miss Lucy Baldwin,
Solomon Bush,
Chas. L. Metzger,
Miss Mary F. Metcalf,
Miss Amey A. Hopkins,
Miss S. Jennie Shuey,
Miss Jennie A. Morse,
Miss Carrie D. Trask,
Miss N. J. Miller.

THIRD GRADE.

State Certificates of the Third Grade have been granted to the following teachers :

Mary S. Kimball,
Miss S. A. Kelly,
Miss Eliza Brown,
Miss Margaret E. Smith,
Miss Christina McLean,
Miss Katie E. Gorman,
Miss Maria Van Deusen,
Mrs. —— Hopkins,
Miss Sarah E. Duff,
Mrs. Mary A. Lowe,
Miss Clara B. Millette,
Miss Nellie Moore,
Miss J. R. Burns,
Miss Fronie T. Clapp,
Miss Mary A. Hassett,
Mrs. Sarah B. Daniels,
Miss Lizzie O'Callaghan,
Miss Susie A. Mowry,
Miss Mary Patton,
Miss Ella E. Bachelder,
Miss Lucy Bonnell,
Miss Annie H. Cathcart,
Miss Amelia Joice,
Miss Amelia Maison,
Miss Mary H. Smith,
Miss Marion Stokum,
Miss Mary L. Staples,
Miss Elenor M. Burns.
Miss Mary P. Clark,
Mrs. Louisa B. Gallagher,
Mrs.C.VanDeursenDrury,
Miss Christine Hart,
Miss Ellen Donovan,
Miss Leonora Teller,
Miss Sophie Schaefer,
Miss Mary E. Galloway,
Miss Lizzie Keightley,
Miss Ella M. Harvey,
Miss Adrianna L. Beers,
Miss Ella Coffin.

AN ERROR ILLUSTRATED.—The feeling has been quite too common that any one could "keep school;" so that many schools have been *kept*, while but few have been well taught; they have been kept *from* true knowledge, and not in garnering up for future usefulness. Hence, mere striplings, or men of maturer age with no fixed views or plans, engage in "keeping school," though they never teach, because themselves untaught. They can neither discipline nor instruct, because they have never themselves been properly disciplined and instructed. When Dinter was School-counselor in Prussia, a military man of great influence urged him to recommend a disabled soldier, in whom he was interested, as a school-teacher. "I will do so," said Dinter, "if he can sustain the requisite examination." "Oh," said the colonel, "he does not know aught about school-teaching; but he is a good, moral steady man, and I hope you will recommend him, to oblige me." "Oh, yes," said Dinter, "to oblige you, if you, in your turn, will do me a favor." "And what favor can I do for you?" asked the colonel. "Why, get me appointed drum-major in your regiment," said Dinter. "It is true that I can neither beat a drum or play a fife; but I am a good, moral, steady man as ever lived.—*Northend's "Teacher and Parent."*

Department of Public Instruction.

EDITORIAL.

SUCCESS.

SHOULD the teacher be measured by his success? Why not? The most extensive attainments in military science will not serve the leader who has not the tact or skill in strategy and combination which is usually comprehended in the word Genius. Say it is fortune, luck, accident, or what you will, that in many cases, makes a man great—yet success is the measure of that greatness. What avail the sublimest conceptions of the artist, if he cannot give them a form, a reality, a life, upon the canvass or in the marble? What man has not felt oratory and poetry, yea, *the oration, the poem*, in his soul, and yet never made a verse, or once mounted the rostrum? Success, truly, is the test of genius. Genius that is hidden or blighted is after all a kind of melancholy merit; and often proves a source of annoyance to the possessor, who passes out of the world without making it the better or wiser. But when the blight, the obscurity is removed by achievement, it is rendered available, practicable—it becomes a SUCCESS. Without this completion it is a failure. It is precisely so with the teacher. It is not what you know, but what you can do, and the manner of doing it, that will prove whether you are a teacher, or the present encumbent of —— District School. If you find you are only the latter, seek some other vocation. Do not spoil your own life, which might in some other field be useful, or injure a very beautiful and important part of the lives of your pupils, by continuance in a calling for which you are unfitted.

No knowledge is valuable until its elements have been generalized; then it becomes the gross material of which the mental architect can build other structures—a kind of capital for future business. Now that the teacher may know, and prove that he is in the vocation proper for him, let us generalize the elements—component parts—of a true teacher. These, we think, are three; and, if properly elaborated, would present the ideal of the subject. They are as follows:

I—AUTHORITY;

II—EDUCATION;

III—INSTRUCTION.

On the first head little will be offered. Authority, here, is not taken in the sense of the *right* to command, control or direct the school. No one will question the abstract right of the teacher in this regard; though some may, perhaps, be disposed to discuss the relative merits of corporal punishment and other methods of securing obedience. But it is authority in that sense which makes the student *feel* that you are the governing, directing, sustaining power

of the school-room ; not only that he *feels* it, but also, that his feelings and wishes agree upon the subject—he wants you to govern him ; furthermore, that his judgment approves what his wishes dictate, and what, in feeling, he recognizes as a fact—that your mind controls his. When this is the case, you have secured authority, and at least one-third of your battle is won. You may proceed now to *educate* and *instruct*.

Educate—Herein lies the burden, "the fifth essence" of the teacher's work. Here is the field in which you show you were born a teacher. Had Horace been a pedagogue instead of a poet, and brought the same amount of genius to the teacher's profession that he did to poetry, and not been jostled out of it by rivalry, or had his spirit relaxed by the incubus of low wages, he would have said, not of "The Flogging Orbilius," but of the *True Teacher—nascitur non fit*. Education is a more comprehensive term than instruction—both being referred to the genus teacher, the former is a species much more rarely found. Many can instruct; a much smaller number can educate. *The educator is born; the instructor is made*. A skillful eduction of what is in the pupil, increases his capacity for instruction—for *stowing in* more facts, and, at the same time, strengthens his powers to master future difficulties, which may prove too much for the mind that has been merely instructed. Just here might be concentrated the gist of what is implied by "Methods of Teaching:" as, "Text-Book Method," "Lecturing Method," "Method of Discovery," and so on. The unqualified condemnation of any one of these methods, or of any other, perhaps, would hardly be correct. Probably no one method is entirely true, or entirely false. A judicious modification and blending of all would, in many cases, prove most successful, and, therefore, be nearer the mark. A regard for the idiosyncrasies of different individuals would suggest that a greater or less proportion of each method should enter into the mixture—the aggregate tuitionary course—in order to achieve the highest success for each. In some students (pupils) the feeling of responsibility is so faint that the aid of text-books must be sought in order to test their faithfulness in previous preparation of the subject to be discussed and taught. This view differs slightly from a very able article in the last Teacher, copied from the *New York Teacher*, and entitled "The Teacher is the Book." The arguments in that article are generally good. And, had they been directed against imperfect text-books and incompetent and fossilized teachers, instead of the use of text-books entirely, they would have been heartily approved. The text-book and teacher supplement each other. The former should present the subject, and that presentation should be mastered by the students, and the latter should elaborate it: Let the text book be only a *text*-book. The teacher should weave the fabric from it. The error of making the book the teacher, instead of the teacher's wisely using the book as an aid in teaching *the subject*, is common; yet, the two are very distinct. One other advantage resulting from a moderate and judicious use of the text-book, is the improvement of the memory—a very important and useful faculty—although most men seem to delight in abusing it. Perhaps they think what is taken from the memory will be given to the judgment, for most of us are very careful of our reputation for judgment, while we readily admit the failures of memory.

The quickest method of getting a student to understand a subject is not, of

necessity, the best manner of educating him. That which forms, develops, and expands the mind, and consequently renders its acquisitions the more lasting, is the better way, and, in the end, will prove the shortest, for he will then not have to *re*-learn so often. Of those subjects which we do really understand, I am not sure but we spend the greater part of our time in *re*-learning; while those which we do not understand, are without the pale of this discussion.

Instruct—Here you show your talent, previous attainments and general breadth of intellect—in a word, your capacity for culture and advancement in the exhaustless fields of possible knowledge. The human intellect has explored many chambers of the temple of knowledge; these the teacher, so far as may be within the power of one mind, or of *his* mind, should make his own; the vast Possible beyond—the many chambers not yet visited, he should try to assist in exploring. Authority and educatory tact will not do here. Culture cannot be omitted, and its place supplied by any educational gifts, however necessary in themselves, or largely developed in any particular teacher. Men have become Presidents, Generals or Legislators, with little culture. Being borne onward by the force of circumstances, and possessing great natural powers, they saw intuitively the proper means for accomplishing certain ends, and thus they passed on, overlooking minor details, and bearing down all opposition by their native force. Smaller and nicer points, which go to make up the educated gentleman, were lost sight of in the magnitude of the issues involved. This is not the case with the teacher. His work is forming, guiding and developing the mind, while it is too feeble to comprehend such weighty matters. His aim should be, in the course of time, to make it competent to grapple with such problems. He must be able to guide skillfully, and by his general information to throw light upon obscure places, which must occur when a young mind has been aroused to attentive enquiry, and desires to get to the bottom of the subject brought before it.

The doctrine of "Correlation" is beautifully illustrated in the teacher. Notwithstanding the three essential elements, Authority, Education and Instruction, should be clearly discernible in each, yet it is not to be expected they should be entirely distinct at all times. Neither is this desirable. They will mingle and blend as light and shade upon the same surface, and in their natures are as clearly distinguished. Perhaps it is a very small fraction of the time which will be devoted to one singly. While gaining authority you may both educate and instruct, as the best means of accomplishing the object. And, in order to educate or instruct, you will often have to exert your authority. Instruction will sometimes be the best means of educating, and *vice versa*. So the three mutually strengthen, support and perfect each other. Many a teacher of liberal culture has failed through want of that authority, which his very presence should carry with it, or of educatory tact. Many, again, possessing one or both of the latter, stultify themselves before intelligent classes by gross ignorance of general subjects. But, he who has the three, partially the gifts of nature, and partially the happy results of his own art and industry, well developed, will have his whole course in the School-room pointing, as with a sun-beam, to him as THE TRUE TEACHER!

MECHANICS' FAIR.—The Sixth Exhibition of the Mechanics' Institute of this city was opened on the 8th of August. At that time the commodious and beautiful Hall was not well filled. Since then additions have been made, and there is now exhibited the finest collection of manufactures ever seen on this coast. The articles, in number, variety and excellence, would be creditable to any State in the Union. The citizens of San Francisco have manifested their interest in the Society by visiting the Pavilion and examining the articles on exhibition. All appear to feel a State pride in the wonderful success of our mechanics and manufactures.

COMMUNICATED.

LOS ANGELES, Los Angeles Co., August 11, 1868.

Hon. O. P. FITZGERALD : Dear Sir :—Many teachers are coming down on nearly every steamer. It should be known that in this county the Schools are small, and pay a maximum of $75—being kept up only five or six months in the year.

Many, indeed, most of the children, are Spanish, and a teacher, to succeed, should know something of that language. A large number of very good teachers have been here lately, and left in disgust. Some have been assisted by me to get away.

I think you should not encourage any teacher to come into the Southern portion of the State unless you have a special order for one.

I am a member of the County Board of Examination, (the other two being ladies,) and I am trying to elevate the standard of scholarship among the teachers, and improve thereby the condition of the County Schools. But it will necessarily be a slow process, as the school-houses are generally infamous, and the teachers poorly paid. Our country schools are all Second and Third Grade, and few of them are properly conducted. The life of a teacher in this part of the State must be one of self-denial and poverty for a long time to come.

In the City of Los Angeles, however, we have a different state of things. Our teachers are well paid and well qualified, and are zealous in their work. We have but one male teacher, all the subordinate Schools being taught by ladies, who, in their sphere, make better teachers than men. We have five lady teachers. We are now engaged in grading the City Schools, giving each teacher two grades only, and an average of fifty-five pupils; we shall then have a regular system of examinations and promotions, from year to year.

Our town is progressing in all that makes a great community, and we hope to keep up with such towns as San José and Stockton in the character of our Public Schools.

Our railroad to Wilmington will be built this year, and in five more we hope to lock iron arms with San Francisco.

Very truly, your friend,

T. H. R.

OUR BOOK TABLE.

GRAND-PAPA'S ARITHMETIC. A Story of two Little Apple Merchants. By Jean Macé. New York: P. S. Wynkoop & Son. 1868

Any one who remembers the dark and troublesome path in which he groped during the first years of his study of numbers, will hail with joy any system which promises to throw light upon the elements of the science, and bring it within the compass of the child's mind. This little book, containing one hundred and forty-two pages, makes this usually-considered "stupid" subject as interesting as a novel. No child, having read and understood this volume, (any one can easily do that) will ever forget the story of "The Two Little Apple Merchants," or, the first six principles of arithmetic; or, "The Metric System." We doubt whether every teacher in the State, or every business man, understands the latter. The whole subject is made so plain here that any child can understand it, and being understood thoroughly, there is no danger of forgetting. Fractions, both decimal and common, are treated in a like clear and engaging manner—the colloquial style applied to arithmetic. The idea is good. For sale by H. H. Bancroft & Co.

LESSONS IN ELEMENTARY CHEMISTRY: Inorganic and Organic. By Henry E. Roscoe, B.A., F.R.S., Professor of Chemistry in Owen College, Manchester. San Francisco: H. H. Bancroft & Co. 1868.

A *very* neat little volume of three hundred and eighty-three pages. A good book should never be in an ugly dress, and a bad one should not exist in any. So the enterprising publishers must have thought when this work was brought out in such handsome style. Typographically, it is a success, and we predict for it success of another character, based upon the very solid foundation of superior merit. The elements of chemical science are more clearly stated here than we have seen elsewhere. To teach physical science without clearness and accuracy is a positive loss of time, and an injury to the pupil. An inferior book is, at best, a very poor instrument of instruction, even in the hands of a competent teacher, who can correct misstatements and elucidate obscure ones, it is a great drawback and source of annoyance to continually unlearn erroneous views of a subject in order to get correct ones. We cannot mention all the merits of this work, besides the judicious presentation and clearness of the style; but the chapters on "Spectrum Analysis," and "Solar and Stellar Chemistry," are worthy of special consideration. They are new, interesting and instructive, and give an idea of the advancement of modern science, in understanding and utilizing the kingdom of nature. Another merit is, that the Metric System of weights and measures, and the centigrade thermometric scale, are used throughout the book. The Government has authorized, and it is time we had adopted, the Metric System, which is uniform and simple, and will soon be adopted in all countries.

THE HANDWRITING OF GOD IN EGYPT, SINAI, AND THE HOLY LAND. A Record of a Journey from the Great Valley of the West to the Sacred Places of the East. By Rev. D. A. Randall. With Maps, Diagrams, and numerous Illustrations. Philadelphia: John E. Porter & Co., 614 and 616 Sansom street. J. W. Goodspeed & Co., 148 Lake street, Chicago, Illinois; 37 Park Row, New York; 70 Jefferson street, Memphis, Tennessee.

This book consists of two volumes, of about three hundred and fifty pages

each, bound in one cover, making a handsome library volume of seven hundred pages. The writer starts from Columbus, Ohio, and by a plain, graphic narrative of daily occurences, and sights seen, and reflections upon the same, which are at times prosy and pointless, again entertaining and profitable, carries the reader along with him to New York, London, Paris, Valletta, Alexandia, the Pyramids, Sinai, and so forth. The reader finds many new things brought before him, and subjects of which he has heard since childhood, revived with additional knowledge and interest. The whole is made to illustrate and throw light upon Bible records. Many scenes of God's wondrous dealings with Israel are here brought vividly before the mind by adding to the circumstances time and place. The confirmation of Scripture narrative and chronology by the hieroglyphical inscriptions on pyramids and obelisks is worth the attention of the curious or doubting. "The Written Valley," though discussed by Neibuhr, Montague, Clayton, Pocoke, and others, is still a subject of discussion among the learned, and is here vividly described. The accounts of marrying, burying, and other customs of the Arabs and Mohammedans, form an interesting part of the work. Upon the whole, a book worth reading. For sale by the Pacific Publishing Company, 31 Kearny street. Price, in library style, $5.

THE NATURAL ALPHABET: For the Representation, with Types or Pen, of *All Languages*. Based upon an original and comprehensive classification of the Elementary Sounds. By J. Madison Allyn. Published by the Author. Blue Anchor, N. J.

This is a pamphlet containing the New Alphabet, and its explanation. It is preparatory to the publication of a work having the application of this alphabet to thirty or more languages of Europe, Asia, and America. The principles of the new system are these: Sounds and signs should correspond; Number of elementary sounds and number of alphabetical signs should be the same; Any given sound should always be represented by the same sign, and *vice versa*. The basis of the system is philosophical. The advantages of such a universal language and alphabet are obvious, and too numerous to mention. Such an enterprise deserves success.

APPORTIONMENT OF PUBLIC SCHOOL FUND.

OFFICE OF CONTROLLER OF STATE,
Sacramento, California, August 1st, 1868.

To the Superintendent of Public Instruction of the State of California:

SIR: In accordance with the provisions of "An Act to provide for a system of Common Schools," approved March 21, 1868, I hereby report as follows:

The securities belonging to the Common School Fund consist of Bonds of the State of California, bearing seven per cent. interest, held by the State Treasurer, in trust, and amount to seven hundred and forty-seven thousand ($747,000 00) dollars. These securities had accumulated to the sum of seven hundred and eighty-two thousand ($782,000 00) dollars; but, on the sixth of

July, ultо., the sum of thirty-five thousand ($35,000) dollars, in bonds, was transferred from the School Fund to the University Fund, pursuant to the provisions of an Act of the Legislature, approved March 26th, 1868. The School Fund received the semi-annual interest on the whole amount ($782,000 00) up to the first of July, 1868.

The amount of money in the State Treasury, this day, subject to apportionment for School purposes, is twenty-seven thousand four hundred and eighty-seven 79-100 ($27,487 79) dollars.

The statement showing the balance subject to apportionment, is as follows:

Interest on bonds held by the State Treasurer		$27,370 00
Interest on State School Lands		15,153 55
¼ of amount received from Poll Taxes		14,426 69
Apportionment from Property Tax		15,073 55
		$72,023 79
From which deduct as follows:		
Certificates of Register of Land Office, of Lands proved not to be property of State, paid by County Treasurers.	472 00	
Amount transferred to "University Fund," pursuant to Act, approved March 26th, 1868	44,064 00	44,536 00
Amount in School Fund, subject to apportionment		$27,487 79

Very respectfully,

Your ob't serv't,

ROBT. WATT, *Controller.*

APPORTIONMENT.

Total number of census children between five and fifteen years of age, entitled to receive school money, 94,379. Amount per child, 29 cents.

ALAMEDA COUNTY.—Alameda, 110; Alvarado, 127; Alviso, 73; Bay, 27; Brooklyn, 339; Centreville, 131; Eden Vale, 231; Encinal, 71; Eureka, 70; Lincoln, 38; Livermore, 108; Lockwood, 40; Mission S. J., 77; Mission Peak, 34; Mowry's Landing, 43; Murray, 101; Oakland, 925; Ocean View, 87; Peralta, 70; Pleasanton, 110; Redwood, 28; San Lorenzo, 88; Suñol, 34; Temescal, 89; Union, 217; Washington, 67; Warm Springs, 61. Total, 3,396; amount, $984 84.

ALPINE.—Everett, 18; Franklin, 41; Fredericksburg, 22; Lincoln, 22; Webster, 27. Total, 130; amount, $37 70.

AMADOR.—Amador City, 82; Aqueduct City, 32; Buckeye Valley, 19; Buena Vista, 66; Clinton, 37; Copper Hill, 35; Drytown, 106; Franklin, 23; Fiddletown, 105; Forest Home, 29; Ione Valley, 104; Jackson, 192; Jackson Valley, 38; Lancha Plana, 91; Muletown, 32; Mountain Springs, 37; Mountain Echo, 25; Milligan's, 38; New York Ranch, 35; Oneida, 52; Puckerville, 49; Pine Grove, 68; Sutter Creek, 230; Upper Rancheria, 41; Union, 88; Union Church, 55; Volcano, 83; Van Winkle, 13; Williams, 24; Willow Springs, 47; Washington, 103. Total, 1,979; amount, $573 91.

Butte.—Bangor, 39; Bidwell, 37; Butte Valley, 68; Central House, 32; Cherokee, 94; Chico, 236; Canyon Creek, 27; Delaplain, 33; Dayton, 80; Eureka, 41; Evansville, 42; Forbestown, 43; Hamilton, 27; Kimshew, 81 Live Oak, 88; Lone Tree, 31; Mesilla Valley, 41; Morris Ravine, 20; Mountain Spring, 43; Mud Creek, 62; Oroville, 272; Oregon City, 35; Pine Creek, 65; Rio Seco, 53; Rock Creek; 80; Salem, 28; Sandy Gulch, 44; Stoneman, 26; Upham, 12; Wyandotte, 67; West Liberty, 30; Wyman's Ravine, 41. Total, 1,918; amount, $566 22.

Calaveras.—Altaville, 88; Angels, 148; Brushville, 112; Camanche, 72; Campo Seco, 107; Cave City, 77; Chili Gulch, 69; Eureka, 21; Copperopolis, 314; Douglas Flat, 42; Fourth Crossing, 65; Mosquito Gulch, 28; Mokelumne Hill, 202; Murphy's, 211; Negro Gulch, 44; Petersburg, 78; Pleasant Springs, 26; San Andreas, 197; Spring Valley, 42; Telegraph City, 73; Upper Calaveritas, 59; Union, 56; Vallecito, 91; Washington Ranch, 40; West Point, 88. Total, 2,350; amount, $681 50.

Colusa.—Butte Creek, 34; Colusa, 142; Dry Slough, 69; Franklin, 80; Grand Island, 64; Indian Valley, 51; Grindstone, 32; Marion, 39; Princeton, 40; Plaza, 50; Stoney Creek, 48; Union, 53; Washington, 32. Total, 734; amount, $212 86.

Contra Costa.—Alamo, 66; Amador, 39; Antioch, 61; Carbondale, 35; Central, 74; Danville, 37; Excelsior, 47; Green Valley, 39; Iron House, 57; Lafayette, 63; Lime Quarry, 31; Liberty, 34; Martinez, 182; Morago, 43; Morgan Territory, 26; Mount Diablo, 72; Mount Pleasant, 90; Oak Grove, 87; Pacheco, 179; Pinole, 60; Pleasant Hill, 25; Rodeo Valley, 99; San Pablo, 171; San Ramon, 59; Somersville, 119; Sycamore Valley, 27; Tassajara, 37; Willow Spring, 40. Total, 1,899; amount, $550 71.

Del Norte.—Bradford, 31; Crescent, 157; Happy Camp, 29; Rowdy Creek, 30. Total, 247; amount, $71 63.

El Dorado.—Buckeye Flat, 84; Bear Creek, 18; Blair's, 53; Carson Creek, 29; Clarksville, 37; Cold Spring, 49; Coloma, 102; Coon Hollow, 91; Deer Creek, 21; Diamond Springs, 91; Garden Valley, 34; Duroc, 20; El Dorado, 142; French Creek, 32; Greenwood, 43; Georgetown, 147; Green Valley, 40; Gold Hill, 43; Indian Diggings, 31; Jayhawk, 52; Kelsey, 58; Latrobe, 86; Mission Flat, 26; Mountain, 25; Mount Gregory, 11; Mount Aukum, 59; Mosquito, 24; Natoma, 22; Negro Hill, 19; Oak Hill, 83; Pilot Hill, 35; Placerville, 409; Pleasant Valley, 91; Reservoir Hill, 54; Salmon Falls, 43; Smith's Flat, 57; Spanish Dry Diggings, 39; Tennessee, 40; Uniontown, 44; Wild Goose, 12. Total, 2,396; amount, $694 84.

Fresno.—Chowchilla, 107; Dry Creek, 30; Hazelton, 31; Kingston, 38; Lake, 23; Millerton, 88; Scottsburg, 91. Total, 408; amount, $118 32.

Humboldt.—Arcata, 207; Bucksport, 52; Eureka, 260; Eel River, 62; Ferndale, 80; Grizzly Bluff, 54; Hydesville, 86; Island, 32; Mattole, 60; Slide, 60; Table Bluff, 86; Van Duzen, 30. Total, 1,078; amount, $312 62.

Inyo.—Independence, 12; Milton, 21; Union, 24. Total, 57; amount, $16 53.

Klamath.—Klamath, 59; Trinidad, 65; Orleans, 45. Total, 169; amount, $49 01; and error in February apportionment, $100. Total amount, $149 01.

KERN.—Havilah, 70; Kern River Island, 54; Linn's Valley, 31; Teachipa, 80. Total, 235; amount, $68 15.

LAKE.—Big Valley, 78; Cinnabar, 54; Excelsior, 72; Blue Lake, 27; Franklin, 26; Kelsey Creek, 60; Lower Lake, 97; Lakeport, 72; Loconoma, 58; Pleasant Grove, 56; Rincon, 44; Upper Lake, 84. Total, 728; amount, $211 12.

LASSEN.—Janesville, 19; Lake, 38; Milford, 44; Richmond, 29; Susanville, 105; Susan River, 24; Soldier Bridge, 12; Stark, 20. Total, 291; amount, $84 39.

LOS ANGELES.—Los Angeles, 1,132; El Monte, 190; Bog Dale, 187; San Gabriel, 169; Silver, 95; Anaheim, 188; Green Meadows, 143; Old Mission, 198; Los Neitos, 138; Wilmington, 120; Billona, 160; Santa Anna, 172; San Juan; 104; San Fernando, 66; San José, 152; San Antonio, 59. Total, 3,273; amount, $949 17.

MARIN.—American Valley, 35; Aurora, 48; Bolinas, 84; Chileno Valley, 36; Clark, 14; Dixie, 143; Franklin, 51; Garcia, 70; Halleck, 29; Nicasio, 46; Olema, 34; Novato, 45; Ross' Landing, 61; Saucelito, 105; San Rafael, 101; San Quentin, 20; San Antonio, 44; Tomales, 52. Total, 1,018; amount, $295 22.

MARIPOSA.—Bear Valley, 58; Coulterville, 133; Cathay's Valley, 62; Hornitos, 206; Mariposa, 167; Princeton, 42; Quartzburg, 83; Sebastopol, 55; Sherlock, 34. Total, 840; amount, $243 60.

MENDOCINO.—Anderson, 53; Albion, 16; Big River, 81; Buchanan, 108; Central, 39; Coyote, 32; Calpella, 45; Count's, 44; Cuffee's Cove, 37; Fish Rock, 22; Gualala, 15; Gaskill, 39; Indian Creek, 14; Long Valley, 83; Little Lake, 86; Upper Little Lake, 46; Little River, 19; Manchester, 43; Mill Creek, 47; Navarro, 30; Mal Pass, 17; Oriental, 36; Potter Valley, 50; Redwood, 59; Round Valley, 95; Rancheria, 31; Sañel, 89; Union, 50; Ukiah, 186. Total, 1,512; amount, $438 48.

MERCED.—Jackson, 64; Jefferson, 212; Merced Falls, 55; Pioneer, 86. Total, 417; amount, $120 93.

MONO.—Antelope, 47; Bridgeport, 62; Bishop Creek, 27. Total, 136; amount, $39 44.

MONTEREY.—Alisal, 62; Carrolton, 63; Carneros, 53; Carmel, 82; Lindley, 65; Monterey, 363; Mountain, 53; Natividad, 118; San Juan, 271; Spring, 37; Springfield, 34; San Antonio, 82; San Felipe, 16; Tembladero, 78. Total, 1,377; amount, $399 33.

NAPA.—Buchanan, 74; Beryessa, 97; Carneros, 47; Chiles, 68; Cherry Valley, 19; Capell Valley, 17; Franklin, 22; Howard, 50; Hot Spring, 33; Jefferson, 34; Liberty, 55; Monroe, 43; Mountain, 23; Napa City, 321; Pope Valley, 38; Redwood, 59; Suscol, 47; St. Helena, 193; Soda Cañon, 33; Salvador, 34; Tucker, 33; Upper Pope Valley, 35; Wooden Valley, 43; Yount, 41. Total, 1,459; amount, $423 11.

NEVADA.—Altamont, 106; Allison Ranch, 138; Birchville, 58; Blue Tent, 19; Chalk Bluff, 74; Clear Creek and Penn, 62; Cherokee, 74; Columbia Hill, 66; Eureka, 124; Forest Springs, 134; French Corral, 87; Grass Valley, 786; Indian Springs, 29; Kentucky Flat, 42; Little York and Lowell, 62; Lime Kiln, 52;

Mooney Flat, 42; Nevada City, 675; North San Juan, 151; North Bloomfield, 36; North Star, 66; Oakland, 129; Omega, 27; Pleasant Valley, 50; Quaker Hill, 36; Rough and Ready, 100; Relief Hill, 18; Spencerville, 47; Sweetland, 90; Selby, 51; Union Hill, 118; Washington, 51. Total, 3,600; amount, $1,044 00.

Placer.—Auburn, 150; Bath, 62; Coon Creek, 32; Cisco, 69; Dry Creek, 58; Deadwood, 12; Dutch Flat, 214; Forest Hill, 165; Franklin, 62; Fairview, 8; Gold Hill, 40; Gold Run, 84; Iowa Hill, 75; Illinoistown, 212; Lisbon, 23; Lincoln, 68; Last Chance, 23; Lone Star, 10; Michigan Bluff, 76; Mount Pleasant, 41; Neilsburg, 42; Newcastle, 30; Norwich, 46; Ophir, 77; Pleasant Grove, 26; Rattlesnake, 50; Rock Creek, 44; Rocklin, 34; Smithville, 41; Stewart's Flat, 40; Todd's Valley, 58; Union, 13; Wisconsin Hill, 44; Washington, 25; Yankee Jim's, 67. Total, 2,121; amount, $615 09.

Plumas.—Antelope, 8; Crescent, 44; Genessee, 15; Greenville, 45; La Porte, 72; Mount Pleasant, 5; Pioneer, 31; Port Wine, 53; Pilot Peak, 38; Plumas, 19; Quincy, 54; Seneca, 32; Spanish Peak, 31; Taylorville, 49; Union, 20; Mohawk, 50. Total, 566; amount, $164 14.

San Francisco.—City and County. Total, 20,253; amount, $5,873 37.

San Mateo.—Belmont, 28; Half Moon Bay, 184; Jefferson, 74; Laguna, 97; Millbrae, 42; Purissima, 55; Redwood City, 224; San Bruno, 76; San Mateo, 95; Searsville, 70; San Gregorio, 42; Tunis, 64; Woodside, 33; West Union, 38. Total, 1,122; amount, $325 38.

Stanislaus.—Adamsville, 51; Bachelor Valley, 39; Branch, 78; Dry Creek, 34; Emory, 104; Empire, 33; Farm Cottage, 32; Grant, 23; Jackson, 64; Junction, 25; McHenry, 56; Tuolumne, 45; Washington, 53; White Oak, 37. Total, 674; amount, $195 46.

Sacramento.—Alabama, 56; American River, 72; American, 37; Ashland, 43; Brighton, 39; Buckeye, 25; Centre, 28; Dry Creek, 37; Davis, 22; Eagle Point, 3; Elk Grove, 51; Excelsior, 30; Enterprise, 78; Elder Creek, 33; Franklin, 67; Freeport, 30; Georgiana, 35; Granite, 204; Grant, 63; Hicksville, 61; Jackson, 49; Katesville, 23; Kinney, 83; Laguna, 36; Lincoln, 43; Live Oak, 105; Magnolia, 37; Michigan Bar, 87; Mokelumne, 34; Natoma, 53; Oak Grove, 46; Onisbo, 35; Pacific, 36; Pleasant Grove, 108; Point Pleasant, 34; Prairie, 32; Richland, 52; San Joaquin, 37; Sutter, 77; Sylvan, 77; Union, 34; Walnut Grove, 38; West Union, 25; Wilson, 34; White Rock, 66; Viola, 46; Sacramento City, 2,212. Total, 4,553; amount, $1,320 37.

San Bernardino.—City, 310; American, 90; Chino, —; Jauppa, 69; Mission, 115; Mount Vernon, 122; Mill, 39; Riley, 81; San Timoteo, 35; Santa Anna, 62; San Salvador, 225; Temescal, 30; Warm Spring, 144. Total, 1,322; amount, $383 38.

Santa Clara.—Adams, 62; Alviso, 84; Berryessa, 80; Braly, 53; Burnett, 53; Calaveras, 22; Cambrian, 54; Carnadero, 73; Encinal, 35; Evergreen, 60; Franklin, 55; Gilroy, 115; Guadalupe, 92; Hamilton, 50; Hester, 113; Hill, 206; Jackson, 63; Jefferson, 68; Laguna, 17; Lexington, 41; Lincoln, 64; Live Oak, 43; Los Gatos, 57; Mayfield, 133; Millikin, 53; Milpitas, 53; Mission Peak, 12; Moreland, 83; Mount Pleasant, 31; Mountain View, 160; New Almaden, 114; Oak Grove, 91; Orchard Street, 88; Pala, 41; Pioneer, 81; Red-

wood, 66; Rhodes, 48; Santa Clara, 414; San Felipe, 9; San José, 1,281; San Ysidro, 70; Sierra, 29; Silver Creek, 47; Summit, 18; Union, 59; Willow Glen, 67. **Total, 4,608; amount, $1,336 32.**

SIERRA.—Downieville, 205; Goodyear's, 56; Forest City, 37; Alleghany, 89; Table Rock, 149; Gibsonville, 50; St. Louis, 35; Morristown, 19; Union, 9; Eureka, 35; Meredith, 11; Mount Pleasant, 12; Alta, 27; Washington, 16; Plum Valley, 32; Sierraville, 62; Loyalton, 30; Alpine, 24; Antelope, 18. **Total, 916; amount, $265 64.**

SONOMA.—American Valley, 35; Big Valley, 28; Burnside, 42; Bodega, 84; Bloomfield, 100; Burns, 64; Canfield, 24; Cinnabar; 57; Court House, 320; Cloverdale, 82; Copeland, 37; Coleman Valley, 34; Dry Creek, 74; Dunham, 52; Dunbar, 50; East Petaluma, 77; Eureka, 38; Eagle, 31; Geyserville, 42; Green Valley, 49; Guillicos, 29; Guilford, 61; Hall, 53; Hill, 70; Healdsburg, 320; Hamilton, 66; Hearn, 48; Independence, 57; Iowa, 70; Jefferson, 12; Knight's Valley, 49; Laguna, 68; Liberty, 54; Lafayette, 92; Lake, 36; Lewis, 31; Lakeville, 37; Miriam, 102; Mill Creek, 53; Manzanita, 60; Mark West, 94; Mountain, 23; Mount Vernon, 34; Maaccama, 36; Oriental, 37; Occidental, 50; Oak Grove, 69; Payran, 64; Petaluma, 669; Pacific, 36, Piner, 86; Pleasant Hill, 38; Potter, 32; Redwood, 59; Russian River, 71; Rincon, 48; Strawberry, 47; Santa Rosa, 41; Stoney Point, 40; Scotta, 34; Stewart's Point, 54; Steuben, 42; Sotoyome, 59; Sonoma, 208; San Antonio, 60; Todd's, 38; Tarwater, 20; Salt Point, 27; Washington, 32; Windsor, 97; Walker, 30; Waugh, 50; Watmaugh, 67; Wright's, 32; Wallace, 48. Total, 5,190; amount, $1,505 10.

SOLANO.—American Cañon, 57; Alamo, 45; Benicia, 345; Bunker Hill, 75; Binghampton, 39; Crystal, 94; Centre, 60; Dover, 51; Denverton, 25; Egbert, 44; Esmeralda, 34; Fairfield, 106; Grant, 63; Gomer, 30; Green Valley, 122; King, 35; Montezuma, 51; Maine Prairie, 48; Mountain, 34; Oak Dale, 23; Owen's, 40; Pitt's, 70; Pleasant Valley, 20; Pleasant Hill, 28; Rio Vista, 52; Suisun, 75; Silveyville, 146; Solano, 39; Tremont, 56; Putah, 23; Ulatis, 99; Union, 47; Vallejo, 532. **Total, 2,608; amount, $756 32.**

SISKIYOU.—Butteville, 24; Centre, 43; Cottonwood, 47; Deep Creek, 41; Douglas, 24; East Fork, 18; Eagle Creek, 16; Franklin, 38; Greenhorn, 47; Humbug, 38; Hawkinsville, 32; Lincoln, 36; Little Shasta, 61; Mount Bidwell, 17; Mill Creek, 36; Oro Fino, 31; Quartz Valley, 18; Shasta Valley, 47; Scott Valley, 76; Scott River, 49; South Fork, 30; Strewberry Valley, 19; Union, 12; Willow Creek, 41; Washington, 55; Yreka, 203. Total, 1,099; amount, $318 71.

SAN JOAQUIN.—August, 28; Athearn, 23; Alpine, 45; Burwood, 29; Brunswick, 22; Calaveras, 15; Castle, 53; Chartville, 30; Charity Dale, 27; Columbia, 33; Davis, 43; Douglass, 38; Dry Creek, 51; Delphi, 61; Elkhorn, 40; Everett, 45; Enterprise, 21; French Camp, 60; Franklin, 36; Fairview, 25; Greenwood, 48; Gard, —; Grant, 25; Henderson, 30; Harmony Grove, 46; Houston, 44; Linden, 99; Liberty, 75; Lincoln, 22; Live Oak, 37; Lafayette, 34; Lockeford, 67; Monroe, —; Moore, 39; Madison, 58; Moulder, 25; Mokelumne, 56; Mount Carmel, 49; McKamy, 53; North, 80; Rigdon, 37; River, 33; Stockton, 942; Stanislaus, 15; Salem, 39; Shady Grove, 41; San Joaquin, 39; Telegraph, 47; Tulare, 73; Turner, 31; Union, 36; Vineyard, 193; Van Allen, 42; Wood's, 53; Washington, 29; Weber, 66; Wells, 34; Wildwood, 41; Willow, 41; Zinc House, 48. **Total, 3,492; amount, $1,012 68.**

Santa Cruz.—Pajaro, 404; Santa Cruz, 497; Soquel, 285; Pescadero, 74; San Andreas, 36; Oak Grove, 191; Roache, 101; San Lorenzo, 47; Happy Valley, 41; Bay View, 92; Carlton, 115; Scott's Valley, 44; Grant, 69; Union, 76; Petroleum, 57; San Gregorio, 25. Total, 2,154; amount, $624 66.

Sutter.—Bear River, 31; Franklin, 38; Nicolaus, 32; Lincoln, 34; Slough 17; Washington, 47; Sutter, 23; West Butte, 38; Rome, 43; Central, 23; Buttesylvania, 32; Grant, 53; Live Oak, 43; Salem, 18; Barry, 26; Winship, 32; Illinois, 45; Jefferson, 33; Union, 48; Yuba, 49; Brown's, 46; Gaither, 56; Meridian, 37; Columbia, 24; Vernon, 35; Brittan, 50; Fairview, 23; Auburn, 66. Total, 1,042; amount, $302 18.

Shasta.—Shasta, 170; Roaring River, 16; Millville, 50; Clear Creek, 37; Eagle Creek, 30; Canon House, 32; French Gulch, 62; Whiskeytown, 34; Little Cow Creek, 58; Cottonwood, 20; Piety Hill, 39; American Ranch, 16; Plucky, 21; Parkville, 34; Oak Run, 17; Clover Creek, 31; Sierra, 48; Oak Knoll, 30; Texas Springs, 26; Stillwater, 21; Middletown, 27. Total, 819; amount, $237 51.

Santa Barbara. San Buenaventura, 404; Montecito, 185; Santa Barbara, 743. Total, 1,332; amount, $386 28.

San Luis Obispo. Arroyo Grande, 65; Moro, 78; Mission, 302; San Simeon, 56; Salinas, 71; Santa Rosa, 86. Total, 658; amount, $190 82.

San Diego.—Total, 383; amount, $111 07.

Tuolumne.—Columbia, 403; Springfield, 104; Shaw's Flat, 83; Tuttletown, 120; Sonora, 443; Confidence, 44; Summersville, 50; Curtis' Creek, 63; Jamestown, 129; Poverty Hill, 80; Montezuma, 52; Chinese Camp, 89; Big Oak Flat, 117; Don Pedro's Bar, 41; Green Springs, 55. Total, 1,873; amount, $543 17.

Tulare.—Visalia, 219; Deep Creek, 73; Union, 63; Elbow Creek, 42; Willow, 35; Tule River, 233; Venice, 43; King's River, 36; Elbow, 40; Liberty, 19; Kawiah, 49; Packwood, 57; Outside Creek, 61; Cottonwood, 50. Total, 1,020; amount, $295 80.

Tehama.—Red Bluff, 252; Antelope, 80; Tehama, 76; Stony Creek, 27; Toomes', 28; Reed's Creek, 32; Cottonwood, 41; Daskenta, 36; Sierra, 42; Lassen, 24. Total, 638; amount, $185 02.

Trinity.—Weaverville, 132; North Fork, 50; Lewiston, 34; Bates', 16; Douglas City, 50; Trinity Center, 31; Hay Fork, 40; Oregon Gulch, 50. Total, 403; amount, $116 87.

Yolo.—Woodland, 226; Buchanan, 45; Washington, 102; Cottonwood, 70; Prairie, 41; Cache Creek, 30; Grafton, 116; Franklin, 24; Putah, 54; Buckeye, 48; Cacheville, 96; Grand Island, 18; Merritt, 55; Fillmore, 62; Fremont, 35; Plainfield, 69; Willow Slough, 28; Monument, 40; Cañon, 45; Union, 42; Pine Grove, 38; Woodland Prairie, 25; Richland, 8; Sacramento River, 33; Monitor, 46; Eureka, 40; Gordon, 63; Capay, 41; Fairfield, 23; Enterprise, 37; Liberty, 24; Pleasant Prairie, 26; Vernon, 25. Total, 1,675; amount, $485 75.

Yuba.—Bear River, 36; Brophy's, 37; Brown's Valley, 79; Buckeye, 27; Cordua, 41; Elizabeth, 30; Garden Valley, 52; Hansonville, 32; Horn Cut, 65; Indiana Ranch, 80; Linda, 46; Marysville, 783; McDonald's, 43; New York, 73; Oregon House, 54; Peoria, 60; Plumas, 77; Rose's Bar, 110; Slate Range, 140; Spring Valley, 21; Strawberry Valley, 45; Virginia, 35; Yuba, 23; Timbuctoo, 98. Total, 2,087; amount, $605 23.

O. P. FITZGERALD, Supt. Public Instruction.

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THE

CALIFORNIA TEACHER.

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THE SALARIES OF LADY TEACHERS.

In the last number of the *California Teacher* there appeared an article on the above subject, but merely stating facts to show the unjust division of payment. It is impossible to read the statement made without *deep reflection*. It is singular, that with the great progress and excellence of our Public Schools, there should be so much ignorance concerning them among the people, and a disposition, even among their upholders, to underrate and underpay the *real* labor performed in them.

Let parents, and those inclined to grumble, visit often these schools, and understand the immense amount of physical strength and patience required to carry on a large graded school, and see for themselves who perform the labor, and they will be more *just*, if not generous.

The regulation of teachers' salaries should not be left altogether to a partisan press for decision, for very few connected with the press know anything about the actual work performed.

If a *sensible* reason can be given why a faithful teacher, who, perhaps, has spent hundreds of dollars to secure an education, or at least spent many years of hard study, should be ranked lower in value of labor than most laborers, little objection will be given; but *can* such reason be given? Then it will apply equally to the editor, the lawyer, or the doctor.

"The laborer is worthy of his hire," and nowhere is that humane saying more applicable than in our crowded Public Schools. With this reflection, let us look at the subject fairly and honestly.

The great majority of teachers in this State are *ladies*, many of them superior; for it is well known that the lady teachers of this

State outrank those of other States in education and capability. This remark will doubtless be regarded by some with scorn, but we are dealing with facts, and public opinion is always tenacious of its right to judge according to facts; and before the enlightened *public opinion* of this country this question will be brought for arbitration.

A school like the Lincoln or Denman can be very easily managed and trained by a Principal who has with him a corps of teachers who are *good disciplinarians*, but if they are not, his task will be well nigh beyond him. The *drill*, *system*, and *teaching*, must be performed in the class-rooms, but the credit and the pay will go to the head of the school. This is right to a certain extent; but, why make such a *great* difference in the paid value of the work? Of course, executive ability, and power to control, should always command the higher positions, but the school-room is ruled out of the general order of things, and while on the battle field, and on other spheres of action where those qualities are demanded, promotion is the reward—not so in our *schools*, for the best rulers, and pre-eminently the best instructors, are *women*, and, therefore, not allowed to receive what is unquestionably their right. Women are by nature best fitted to train and discipline children, and manage their schools with more system and order. Where a man can habituate himself to noise and confusion, and think he is doing his work well, a woman will grow furious over the disorder, and refuses to work until all is quiet and harmonious. Why? She is *patient* and *exacting*, while he is indolent and indifferent, oftentimes. His mind is too often making other plans, perhaps it is daily engaged in the rise and fall of stocks; for many a man goes to the school-room only to draw his salary, while his real business is speculation and "stock-broking." If, then, women are the *natural* teachers, why should they not receive the pay given to men who *utterly fail* in these important powers?

Positive proof can be gained any day who are the *real* generals that marshal and train the thousands of boys and girls in our schools, with dignity, ease and success. Superiority of rank and pay is not demanded for lady teachers because they *are ladies*, but in common justice, for the *work performed*, the opportunity should be given such to win it who can and will.

Teaching is the highest rank of labor the majority of American women can follow. There are few disposed or fitted to go beyond it. Outside of home it is her peculiar work, and no man with a *soul* will crowd her out of it. It is for the glory and good of America that so many of her pure-minded women can have this large field of noble labor opened to them, and every citizen should be jealous of her rights in it, for, like a protecting angel, she stands between the home and the penitentiary. There is something in the monotonous routine of school life that has a tendency to make a man insipid, unreliable and effeminate, while

in a lady it has the opposite effect; it develops her power of self-reliance, and makes her stronger, perhaps, *masculine*. But which can the world best afford to have, the character of a woman made more positive and reliant, or the character of men made weaker? Surely, no thoughtful person can assert the latter. The pedagogue's chair is a good stepping-stone to something higher for men, and many a profound statesman or divine has ascended above it with glory, while, if they had remained in it, they would have become fossilized "dough-heads."

But, there is a more *humane* view of this question, if *justice* cannot be granted, and that is the *equality* of personal expenses in living. Traders and boarding-house keepers make no distinctions in their prices. A lady pays as much for board and washing as a man, and as a rule the bills at the end of a month are heavier for a lady. How can she meet this equality of expense, if obliged to take for her superior labor the unequal pay? It is well known that lady teachers are expected to *dress* in better style than most laborers, even in the school-room, and male principals have even gone so far in their exacting prejudice as to recommend the dismissal of otherwise good teachers, simply because they did not dress elegantly enough to suit them; yet, such men can daily appear before our growing boys and girls with mouths reeking with tobacco, breath strong with liquor, and sometimes with language anything but refined. By what code of morals or justice such things can be sanctioned by a Christian and moral people, is past the comprehension of the writer of this. Were it not for an abiding faith that God *reigns*, and that *He* will make all things right, it would be a hopeless task for any soul to seek redress from wrong. No issue has ever been brought before the American people to settle that did not have concealed *an evil*; and if this one shall be wiped out of existence in a noble and legitimate manner, it may save much political trouble and nonsense in the future.

PERSEUS.

September, 1868.

A CURIOUS work has been published at Breslau, Prussia, giving the result of an examination of the eyes of ten thousand and sixty school children. The proportion of short-sighted children was 17.1 per cent., or seventeen hundred and thirty among ten thousand and sixty. No village children were found to be short-sighted until they had been some time at school—at least half a year. There were, in proportion, four times as many short-sighted children in the town (Breslau) as in the country, and short-sightedness increased generally with the demands made upon the children. The author of the work attributes the evil in a great measure to the bad construction of school benches, which force the children to read with their books close before their eyes, and with their heads held downwards.

THE IDEAL TEACHER.

Almost any country School Director can give a rough, but intensely vivid, picture of the teacher as he should be; and in this picture there are some true touches which stand brightly out from the mass, and appealing irresistibly to our sense of truth and justice, carry conviction with them.

"We want the best!" says the Director; and his wisdom cannot be gainsaid, only it would come a little more gracefully from *his* lips if it were accompanied by the offer of a liberal salary. He does not reflect that a first-class teacher will consider his *sixty dollars* a month a beggarly offer, where men of equal or inferior education obtain ten times that amount; he does not consider that sixty dollars is poor interest on the expenses of the teacher's education. The often-despised parson and pedagogue are inferior to the doctor or lawyer only in rascality and cunning, and not always in those traits; yet, we never yet heard of counsellors-at-law asking free passes or lower board; no indeed, they succeed too well without it. Alas, for Truth!

But, the country School Director does not think of all this; he says only: "We'll have the best," and, "We'll give sixty, and not a cent more." Too often, unfortunately, he gets it; for there are very many whose pride is strong, but whose necessity is stronger.

Who are the best? The first-class teacher must have a thorough and complete education; thorough, because a child's respect for a teacher is lost the moment it sees him puzzled over a knotty point; and complete, because this gives him a power over his scholars which nothing can replace. This education should not be in books alone, for that teaching is the least successful and the least impressive in which the wings of knowledge are held down by a leaden weight of text-books.

Ask those who have long since abandoned the school-room, which made the deepest impression on their minds, those arbitrary and ingenious problems which were marked by tear-wet pages, or those living illustrations which vivified and made beautiful the otherwise dry botany lessons. Which is burned the deepest on the memory, the text-book problems, or the bright, life-like knowledge of the teacher, which never was, and never can be, bookish and wearisome. Yet, there are teachers, no more than grown up pupils really, who invariably answer the eager questions of little learners with, "What does your book say?"

One of the necessary qualifications for a certificate is "a good *moral* character." This is usually translated by the Director to mean a man or woman who has *professed* religion; one who is a constant attendant at church, an earnest worker at prayer meetings, and a vigorous Sunday School teacher. And, after all, this would be no real proof of a good moral character, for we often

find that the greatest rascals cover their deformities under the cloak of religious enthusiasm.

A teacher should no more be negatively good than he should be positively bad; he should be subject to none of those smaller vices which children copy so much sooner than they do the smaller virtues. His influence for good should be felt rather than seen; and a prayer meeting with some ugly and aged crone is usually a surer proof of religion and goodness than is one with the shouting multitude.

A true teacher should be dignified; *dignified*, not cold or repelling; he should be warm-hearted, yet not heedless; vigilant and watchful, without seeming to be so. Particularly should he be quick of perception, for children *will* commit sly infractions of the school-rules, which, if allowed to go unnoticed, will lead to others, and thus deal a lasting blow at good discipline. No teacher can *watch* a class or school safely; for that trait which children are taught to avoid in their intercourse with one another, will be considered particularly and intensely "mean," when discovered in a teacher. Yet, strangely contradictory though it may seem, they will *copy* it with an eagerness and persistency which forcibly illustrates our fallen natures.

The teacher should have entire command over his temper. He should no more be brutal in the cause of justice than he should be lax in its enforcement, and should always remember that although "mercy tempers justice," that mercy alone can never discipline a school. That a teacher should *always* speak gently and kindly, always present the same unruffled and amiable countenance; that no vexation of mind, no impatience at stupidity, no anger at maliciously bad behavior, should ever appear to disturb the serenity of the school-room, I deny. The man who *could* maintain the same composed placidity under all the varying experiences of a day or week in a school-room, I should put down as an indifferent dolt, totally incompetent to teach. Indifference on the part of the instructor betokens, surely, indifference on the part of the pupils; for there is a wonderful connection between the minds of the latter and that of their master. Yet, this does not involve the other extreme, where teachers lose control of their tempers so completely as to sulk for an afternoon, and then dismiss their classes without the customary "Good night." The perfect teacher should choose the happy mean, which is a sort of fiery earnestness, well-controlled. He should have a vital interest in the mental, moral, and physical welfare of each and every pupil; should develope individual tastes and leanings, and inculcate morals and manners by individual instances. He should have a knowledge of all that is True, a love of all that is Beautiful, and an aspiration for all that is Good. Above all, he should be of so liberal, pure and pious a mind that he can lead the children under his care upward to the throne of God, without knowing or caring whether they are Jews or

Christians, Catholic or Protestant. Why should he know or care, when his religion is upon so broad a basis that he can well teach it without following the path of a sectarian?

There are other qualifications insisted upon by the Director which I should omit, and some which I have included, which he would rigorously condemn. *His* Ideal Teacher must be of the same party in politics; must be perfectly satisfied with his position; must be above (or below) the slightest suspicion of being "stuck-up;" must consider his particular flock of children prodigies; must be well-dressed always, and not too particular concerning his food and washing; above all, he must be a *man*; therefore, I have used the masculine pronoun throughout this article, in respect to this opinion. He must "buckle to" the opinions and prejudices of each parent, and *never* ask an increase of salary. If he does happen to give satisfaction, woe unto him if he resigns his position; for he will, in that case, leave no shred of reputation behind him.

Clara Dolliver.

WHAT BECOMES OF TEACHERS?

In this country the average time spent by teachers in their employment is very short. In other professions, this time is usually the entire period of life between early manhood and old age. It is seldom that a physician, lawyer or minister, abandons his profession till death or old age intervenes. This fact is observable in most human employments. A man becomes a mechanic or a tradesman, with the expectation of spending the greater part of his life in his chosen occupation. In teaching, however, the case is strikingly different. A very large proportion of those who are now in the schools of our State will, within a short time, be found in other employments. Comparatively few, even of those who are known as professional teachers, spend more than fifteen years in the school-room. It is pertinent to inquire, then, *What becomes of the Teachers?*

He who examines the annual report of the State Superintendent, will probably learn, that at least seven thousand out of the nine thousand teachers in Michigan are women. It is not difficult to form a probable conjecture as to what will soon become of a large proportion of these. If sensible, as most of them are likely to be, they will marry before they have taught a year on the average. We are now speaking of those who set out with a deliberate purpose to become teachers. It is no empty compliment to say of such, that they very readily find good husbands. Did not a certain Governor once take a colony of New England schoolma'ms to the West? All along their line of travel we may find the *proteges* of Governor Slade, once teachers, now loved and honored housewives. Of ninety per cent. of lady teachers it may be said, with truthful brevity, *they marry.* Now, we may

ask, "What becomes of the men?" Has any one failed to observe how large a proportion of professional men have been teachers? It is safer to assume in conversation that clergymen were once teachers, than to accost a Celt as Patrick or Michael. In either case, it is safe to anticipate a response. Probably one half of all the men who are teaching in Michigan to-day, design to enter the profession of law, medicine or theology. Teaching accords with the tastes of such, affords some leisure for study, and, withal, is a ready way of raising funds for an ulterior object. Of the other one half, a comparatively large number will teach for only a few terms, and will then settle down to some manual employment. Only a small per cent. of the whole number design to teach permanently; and even a large proportion of these are forced by one circumstance or another to engage in some other vocation. Practically, therefore, teaching is not a profession; it can scarcely be called an employment. It is merely an *avocation*—a halting place on the road to some coveted destination.

The next query is, *Why is this so?* To a great degree this state of things involves its own continuance. Paradoxical as it may seem, teaching is not a profession, because men do not devote their lives and talents to it; and men do not do this because teaching is not a profession. The two motives which induce men to enter a profession are *philanthropy* and *money*. The motive is sometimes a mixed one, but as matters now stand it would seem that these two elements are inversely proportional, the field offering the best facilities for one, being barren of opportunities for the other. No one thinks of becoming a lawyer for the good he may do mankind, and the clergyman who expects to receive more than a competence, is visionary to the last degree. What is the nature of the teacher's motive? So far as those are concerned who look directly toward another calling, an answer is scarcely required. They seldom look beyond the salary which shall enable them to reach a desired position. But there are others who teach from choice, and are looking towards an ulterior object. These are they who constitute the profession of teaching, if indeed, there be such a profession. It is with reference to these that we ask, why they do not continue to teach. If we mistake not, there are two causes which have a direct and constant tendency to induce teachers to abandon their profession.

We do not live in Patriarchal times, when men led a nomadic life, to-day pitching their tents beside some water-course, and to-morrow journeying toward another camping ground. Men have ceased to be sojourners, and eagerly fix upon some spot where they may have a home, a sacred spot, around which the hand of affection gathers whatever may minister to the wants and longings of the human soul. When the Trojan women left their burning city, they embraced the door-posts of their houses as a last token of their veneration for homes made sacred by alternate

triumph and disaster—by social joys and the presence of the *Penates*. There is a profound and controlling sentiment in the human heart, which causes us to long for fixed habitations where we may continue to enjoy the society of those we love—where we may rest under the shade of the trees we have planted, and where at last we may rest from our labors. The love of home is the universal inspiration of the world's toilers. We are content to labor and to suffer, if only we may be soothed and refreshed by the sacred consolations of our home. Here the worries of life do not intrude; here envious tongues are silent; here misrepresentation does not seek her victim. What advantages for the gratification of this sentiment does the teacher's life afford? In a majority of cases such a home as his tastes require is an impossibility. A house and grounds, books and pictures, presuppose an adequate income, such as not one teacher in fifty receives. This is not the place to inquire why this is so; but it is sufficient for the present purpose to state the fact which is patent to all. It is not true that teachers are chiefly, or even largely, influenced by the mere question of salary; and yet, in these days of high prices, it is necessary to look very carefully to one's resources. One of the causes which draw teachers into business or into the practice of other professions, is the certainty of a more liberal compensation. The education, industry and tact necessary to successfully administer the affairs of a public school, would, if devoted to other pursuits, yield a generous income.

But, even granting that a teacher may be able to have a home as the result of his labors, what is the influence of the certainty that he can enjoy it but for a brief period? The position of the teacher in this respect is anomalous. To every active citizen of this world there is a constant liability to run counter to the feelings, wishes or interests of those with whom he has to do. Men's sentiments with respect to duty and propriety are infinitely varied; and each one is subject to criticisms as varied as the phases of human character. In the voyage of life there is not merely a single Scylla and Charybdis, but every inch of progress is made hazardous by confronting dangers. Our liability to incur censure is increased by the multiplied relations in which we stand to others. Law presupposes relations, and the solitary dweller in a wilderness is free to do as he chooses, save only with respect to his Creator. A single companion would at once place him within the reign of human law, and as the community should successively add to its members, individual relations and responsibilities would be correspondingly multiplied. This same principle obtains in schools. The number of pupils determines the relations which they sustain to each other and to their teacher. Through each pupil the teacher is brought into relations with a family, and through successive families with a whole community. What is the nature of these relations? It is one of instruction and also of discipline. What is to be taught, when taught, and

how taught, are each questions which admit of widely different views. And then, as to discipline, it is hard to conceive of a matter involving such delicate and weighty issues. In every community there are those who object to every species of punishment; others sanction corporal punishment, but do not agree as to the occasion, mode or degree. In all these respects the teacher must act with some uniformity. All must be taught upon the same general plan, and for the same offence one cannot be whipped and the other dismissed with a pious admonition to do so no more. Upon these accounts, as well as upon others which will suggest themselves, the teacher stands in most intimate and varied relations, not only to his pupils, but to the community in which he lives; and by reason of this, his every act is subject to the most varied interpretation. So far, the teacher's position does not differ in kind from that of other persons; but another fact makes it peculiarly critical. Suppose all persons were obliged to employ a physician who had been hired at a fixed salary. Among his patients are believers in allopathy, homœopathy, hydropathy, etc., etc. Imagine, if possible, the occasions, real or supposed, which might induce a criticism upon his professional course. How long would one hold such a position, dependent upon the will of a community? In what essential respect does this differ from the teacher's position? The second cause which affects the continuance of teachers in their profession is the certainty that they cannot enjoy a permanent home. Multitudes are content to labor for a mere sustenance; but few are willing to always forego the enjoyments of a real home. Under the present system of education this state of things is unavoidable. A clear understanding of the difficulties which lie in the way of the teacher, and a catholic charity for the imperfections incident to humanity, will modify, but cannot altogether change, this feature of the teacher's life.

Having thus attempted to show what becomes of teachers, and why they abandon their profession, we are led to inquire into the effects produced by this state of things. Education, the most comprehensive of all sciences, and the one which directly involves the nearest interests of humanity, is to-day in a rude state, having no well digested system of practice, and but few clearly defined principles. Rational practice is scarcely dreamed of. Empiricism is master of the field. How have other sciences grown to their present state? As history is the essence of innumerable biographies, so each science is the aggregate net result of individual discoveries in a particular field of investigation. The present generation of chemists received by inheritance the discoveries of all who preceded them; and they will transmit to their successors all this, and in addition whatever new truths they have themselves discovered. In the historical development of each science two things are essential, an acquaintance with all the facts previously discovered and a zealous search after new

truths. How is it with educational science? Recall the names of all who have devoted themselves to this subject. The list is a very short one. Name those who have stood forth prominently, even for a short time, as noted teachers, and have made valuable contributions to this science. The number is but little larger. Name the books which bear directly upon the subject of education. In the next place, how many teachers of to-day first learned all the great facts which have been discovered in this department, before entering upon the duties of their professions? The answers to these questions are obvious, and the facts which they disclose may be traced directly to a sufficient cause—the lack of permanent devotion to the pursuit of teaching. When men in sufficient numbers choose teaching as a permanent employment, and carry into their work a spirit of scientific inquiry, there will be substantial and noticeable progress in the science and art of teaching. But, before this can be done, there must be a radical change in educational systems. What the coming system shall be, is the great social problem of the age.—*Michigan Teacher.*

THOMAS ARNOLD AS A TEACHER?

His whole method was founded on the principle of awakening the intellect of every individual boy. Hence, it was his practice to teach by questioning. As a general rule, he never gave information except as a kind of reward for an answer, and often withheld it altogether, or checked himself in the very act of uttering it, from a sense that those whom he was addressing had not sufficient interest or sympathy to entitle them to receive it. His explanations were as short as possible—enough to dispose of the difficulty and no more; and his questions were of a kind to call the attention of the boys to the real point of every subject and to disclose to them the exact boundaries of what they knew or did not know. With regard to younger boys, he said, "It is a great mistake to think that they should *understand* all they learn; for God has ordered that in youth the memory should act vigorously, independent of the understanding—whereas a man can not usually recollect a thing unless he understands it." But, in proportion to their advance in the school, he tried to cultivate in them a habit not only of collecting facts, but of expressing themselves with facility, and of understanding the principles on which their facts rested. "You come here," he said, "not to read, but to learn how to read;" and thus the greater part of his instructions were interwoven with the processes of their own minds: there was a continual reference to their thoughts, an acknowledgment that, so far as their information and power of reasoning could take them, they ought to have an opinion of their own. He was evidently working not for but with the form, as if they

were equally interested with himself in making out the meaning of the passage before them. His object was to set them right, not by correcting them at once, but either by gradually helping them on to a true answer, or by making the answers of the more advanced part of the form serve as a medium through which his instruction might be communicated to the less advanced. Such a system he thought valuable alike to both classes of boys. To those who by natural quickness or greater experience of his teaching were more able to understand his instructions, it confirmed the sense of the responsible position which they held in the school, intellectually as well as morally. To a boy less ready or less accustomed to it, it gave precisely what he conceived that such a character required. "He wants this," to use his own words, "and he wants it daily—not only to interest and excite him, but to dispel what is very apt to grow around a lonely reader not constantly questioned—a haze of indistinctness as to consciousness of his own knowledge or ignorance; he takes a vague impression for a definite one, an imperfect notion for one that is full and complete, and in this way he is continually deceiving himself."

Intellectually, as well as morally, he felt that the teacher ought himself to be perpetually learning, and so constantly above the level of his scholars. "I am sure," he said, speaking of his pupils at Laleham, "that I do not judge of them or expect of them as I should if I were not taking pains to improve my own mind." For this reason he maintained that no schoolmaster ought to remain at his post much more than fourteen or fifteen years, lest, by that time, he should have fallen behind the scholarship of the age; and by his own reading and literary works he endeavored constantly to act upon this principle himself. "For nineteen out of twenty boys," he said once to Archbishop Whately, in speaking of the importance not only of information but of real ability in assistant-masters, (and his remark, of course, applied still more to the station which he occupied himself,) "ordinary men may be quite sufficient; but the twentieth, the boy of real talents, who is more important than the others, is liable to suffer injury from not being early placed under the training of one whom he can, on close inspection, look up to as his superior in something besides mere knowledge. "The dangers," he observed, "are of various kinds. One boy may acquire a contempt for the information itself, which he sees possessed by a man whom he feels nevertheless to be far below him. Another will fancy himself as much above nearly all the world as he feels he is above his own tutor, and will become self-sufficient and scornful. A third will believe it to be his duty, as a point of humility, to bring himself down intellectually to a level with one whom he feels bound to reverence; and thus there have been instances where the veneration of a young man of ability for a teacher of small powers has been like a mill-stone round the neck of an eagle."—*Stanley's Biography.*

The Best Way to Teach.—It was once said by the French philosopher Diderot, "that the best way to educate a child is to tell stories, and let it tell stories to you." There is so much true philosophy in this remark, we will extend it a little. There is a school-room education, and an ambulating or walking education; the one is obtained out of the book on the bench; the other from walking among and talking of things. And we believe that this outdoor instruction has been too much neglected; having been conducted on the principle of looking out of the window at things, instead of visiting objects and learning their properties and uses. The student, for example, looking out of his college window at a horse, can give five or six names to the animal; one in Latin, one in Greek, another in German, and then the French name, etc. The stable boy can give but one name; yet, which knows the most of the properties, nature, disposition and uses of the horse? Education consists too much in merely *naming* things, when it should relate more to their properties and uses. It should connect words with ideas, and ideas, as much as the nature of the subject will allow of, with objects. If we instruct children orally, while visiting nature, words, ideas and objects will naturally be more in connection with each other than the school-room lesson can make them. And the teacher should take occasion to instruct in the fields, in ship yards, in the crowded streets, and in the pathway of canals and railroads. He should talk on all these subjects, and elicit from the children their own impressions, inquiries and reflections. He should talk and walk, and let the children talk and walk more, in the process of education than has been the practice with the majority of instructors.

Parents and Children.—Dr. Wayland, in his work on Moral Science, makes use of a remark capable of much wider application than he has given it: "A parent who assiduously follows his children throughout the various steps of their education will find his own knowledge increased, and his own education carried forward vastly beyond what he would have conceived possible. There are few things which a child ought to learn from the study of which an adult will not derive great advantage, especially if he goes through the process of simplification and analysis, which is so necessary to communicate knowledge to the young. A parent's superiority cannot be retained, if, as soon as he enters upon active business, he desist from all effort after intellectual cultivation, and surrenders himself a slave to physical labor, while he devotes his child to mere mental cultivation, and thus renders intellectual intercourse between himself and his children impossible."

The Pennsylvania State Library has thirty thousand five hundred volumes.

THE GRANDEST INVENTION.

[Extract from the Address of Hon. Newton Booth, at the opening of the Sixth Annual Fair of the Mechanics' Institute of San Francisco.]

There are also two devices or inventions which are, humanly speaking, perfect. One is that of the Arabic numerals, and the method of decimation, by which the ten simple figures the schoolboy scrawls upon his slate can be made to express everything the mind can conceive in numbers, reaching upward toward the infinite, and downward toward the infinitessimal. The other is the invention of the alphabet, by which twenty-six characters have become the factors of all human intelligence, bearing from generation to generation the thoughts and wisdom, and learning of men; have become the world's memory, permitting nothing to perish that is worthy to survive; an invention so difficult to conceive, so simple in use, so grand and complete, that the world had better lose all other arts combined than to forget its A, B, C's. Sometimes I have thought of them as of twenty-six soldiers that set out to conquer the world. That A was an archer, and B was a bugler, and C was a corporal, and D was a drummer, and E was an ensign, and F was a fifer, and G was a gunner, down to Z, who was a zouave; and these twenty-six drill-sergeants have subdued the kingdoms of the earth and of the air; taken possession of the realms of thought and founded a republic of which the wise and noble of all times are citizens and contemporaries; where there is neither death nor forgetfulness—the imperial republic of letters. Again, I have thought of them as of a telegraphic cable laid beneath the waters of time, safe from disturbing storm and tempest—so short, the child's primer will contain it—so long it connects the remotest ages with the present, and will stretch to the "last syllable of recorded time." We pride ourselves on the successful laying of the Atlantic Cable as the crowning achievement of human invention; but here is a cable that speaks not in broken, doubtful, and sibylline utterance, but charged with the whole spiritual power of all human intelligence, with a circuit reaching through all time, connecting all brains and all hearts in its network, and certain to carry every message worthy to go there to the last man who shall live on earth.

Here is an invention so simple that the child learns its use while playing with his blocks; so grand that all generations can not exhaust its capabilities; so perfect that no age will be able to add to or take from it. In the invention of letters man arose nearest to creative power. In other inventions he has dealt with material substance, with tangible things; in letters he created from nothing forms into which he himself could breathe the spirit of life, the immortal soul of power, and eloquence, and beauty.

In letters the mind has reached the highest heaven of invention; in literature and the fine arts it has touched the boundaries of its power, and knows where the horizon meets the earth; but in science and the mechanical arts there will be no limit to improvement while nature has one secret unrevealed, one force unappropriated. In those grand domains there "is ample scope and verge enough" for the thought, investigation, and skill of all generations to come, and the work of each generation will be but the scaffolding on which the next shall stand, building ever toward a sky that recedes as it is approached.

OBJECT-LESSONS FOR SMALL CHILDREN.

NAILS—SEVENTH AND EIGHTH GRADES.

What is this which I hold in my hand? It is a nail.

Can any one tell me of what nails are made? Of iron.

And what is iron? It is a metal.

Where is it found; and to which of the three great kingdoms does it belong? It is dug out of the ground, and it belongs to the mineral kingdom.

Are nails made of pure iron? No, pure iron is soft and white, and is never found in nature; it can be procured only by some chemical process which you cannot understand.

How are nails made? The iron is first cut up by machinery into rods; then one end of each rod is heated red hot, and hammered into a point, for iron, when very hot, is quite soft, and may be beaten into any shape. The other end of the rod is hammered into the hole of a steel instrument called a bore, and this makes the head.

What are nails used for? For fastening boards together in building houses, sidewalks, in making furniture, and a great many things.

Why is it that when we drive a nail into a piece of wood, we cannot draw it out again? Ah! that you don't know. Well, it is because the nail, although it looks quite smooth to us, is really covered with little points or projections, and these fasten themselves in the wood so that we cannot draw out the nail.

I have told you, that when hot, the iron of which nails are made may be hammered into any shape. What is said of such a substance? It is said to be malleable.

Then nails are malleable. What else can you say about nails? They are hard and opaque.

Now take this nail in your hand, and tell me what you can find out about it? It is heavy and cold.

If you should put a nail into a very hot fire you would find that it would melt after awhile; what does that show? That it is fusible.

When hot, too, it may be drawn out into wire, and when substances may be drawn out into wire they are said to be ductile. Now, tell me all that you can about nails. First, the parts; then the qualities; and then the uses.

Parts—Point, shank and head.

Qualities—Metal, hard, cold, opaque, heavy, fusible, malleable and ductile.

Uses—To fasten pieces of wood and other substances together.

BLUE.—TENTH GRADE.

Is blue a primary or secondary color? Primary.

What blue is called the standard blue; and why is it taken as the standard? Ultramarine blue; because it is the bluest of the blues.

What names do we apply to blues lighter than the standard? Tints of blue.

What do we call blues darker than the standard? Shades of blue.

What blue is the darkest; and what the lightest? Indigo is the darkest; light blue the lightest.

Uses—Used in painting and in dyeing.

BREAD.—NINTH AND TENTH GRADES.

What is this substance? Bread.

What kind of a substance is it? Solid.

What can you observe by the sense of sight? That it is full of small holes.

What do we call these holes; and what do we say of the bread? Pores; and that it is porous.

If bread was wet what would be said of it? It is absorbent.

What can be said of the crust; and what is the inner part of the bread called? The crust is hard; the inner part is called the crumb.

What can be observed by the sense of taste? It is wholesome, edible.

What can we observe of the crust by the sense of feeling? It is brittle.

What color is the crust, and what color the crumb? The crust is brown; the crumb, yellowish white.

What quality does the crumb possess, when new? It is soft.

Of what is bread made; and of what use? Bread is made of flour, salt, water, yeast, and milk; its use, to nourish.

Parts—Crust, crumb, flour, water, salt, yeast, milk.

Qualities—Porous, absorbent, solid, opaque, wholesome, edible; the crust is hard, brittle, brown; crumb—yellowish white; soft, when new.

Uses—To nourish.

NOTES OF A VACATION TRIP TO HAWAII.

CONCERNING VACATION.

There are some children—few, and far between, thank Heaven!—that declare they do not want vacation. These, however, are abnormal creatures, precious fledglings, who will doubtless die in their ninth year, and have wonderful biographies written about their grace and sanctity—saints, who, like Edward the Sixth, are all very well for Sunday-school models, but who might have grown up to be egregious nuisances in this rough, practical world of ours.

Has any one yet ever met a teacher that did not want vacation? If such a freak of nature could be found, the thing would be at heart a fossil or an oyster a full-grown, well-developed, specimen of the genus Hypocrite, or Prig, illustrated by such far-famed personages as the Messrs. Gradgrind and Squeers.

It is a truism that the brain, like the muscle, requires rest. Blue skies, soft summer winds, waves on quiet beaches, and the "tide of leafy greenery" of shadowy woods, mean to us more than fair pictures. They loosen the tension of tired thought, give strength to the exhausted frame, and send us back stronger, healthier, happier.

In this summer of "sixty-eight," two of us—wearied with a years' hard work—left our school-room, and joined a small party for the Hawaiian Islands.

THE VOYAGE.

To those that go down to the sea in ships there come preliminary experiences that take out all the roseate tinges of imagination, and over which it is best to draw the veil of forgetfulness.

Stretched out on a shelf in your state-room, tossing on the wide Pacific, your nasal organ attacked by a conglomeration of every imaginable smell, sensation resolves itself into an ardent desire—to die, and be at rest.

In less than a week you completely change your mind. You find that life has a great many charms left, even at sea, and that "rocked in the cradle of the deep" is not quite the inane satire you voted it a few days before. Very soon, the compound of villainous smells singularly disappear, and you find yourself discussing the well-covered cabin table, at meal-hours, with diligence and punctuality, having had, in its widest sense, the "smart sea-sickness" Dr. Johnson so strongly recommended to the traveler.

Steadily blow the "trades," and pleasantly pass the days. The passengers are far beyond the stereotyped class one meets on ordinary routes. Representatives from many lands—cultured, traveled, intelligent people—whose society, anywhere, always

possesses that indescribable charm that intellect and culture only give.

Long conversations and breezy discussions ensue on travel, countries, religion, pictures, people and books. Dickens and Thackeray have each their warm partisans—oddly enough, the ladies stand strong for the great satirist. Ruskin, and modern art; Carlyle and Hero worship; Walter Scott and Muhlbach; the beneficial or detrimental effects of the historical novel; are among the topics. Then, very noisy games of "grab," and very talkative rubbers of whist, which would have driven Charles Lamb's dear old Sarah Battles to distraction; with, occasionally, a general settling up of the political affairs of the world—not to speak of breakfast, lunch, dinner, and supper, kept us so well employed that the days flew fast as the "trades."

And, then, the delicious languor of the mid-ocean calms! From horizon to horizon, the vast sea lies stilled into one deep dream of Peace. The soft, cumulose clouds of these latitudes, massed against the wonderfully gradated skies, would give a marine painter material for a life-time. The ultramarine of the waves was such as we never see, and far finer than we had expected to find so far from land. Not a vestige of the great, busy, fevered world we had left; only the lazy, large, brown albatross, floating in our wake. Is there anything more delightful than this idle, dreamy, aimless, floating life, for the over-wrought brain-worker? One understands what Tennyson felt, when he wrote his Lotus-Eaters. The softest breeze just ripples the surface and touches your cheek. What an easy *nonchalance* one feels for the petty cares, the small bickerings, the trifling aims of society at large! Meanwhile, the delicious dreamland hours are stealing back to us fresh health and energy, and, with them, noble resolutions for doing bravely the work that every man and woman of us that is not a drone or a shirk finds his or her portion in life. So, the days come and go, and all too soon we find ourselves in

HILO BAY.

A beautiful bay it is, with its green uplands backed by the snowy peaks of Mauna Loa and Mauna Leea. The foreground is a semi-circle of tropical foliage, through which are seen picturesque churches and quaint dwellings. Groves of cocoa-nuts line the beach, under which are clustered the grass huts of the natives, whose owners, one and all, are out on the beach watching us. The white surf is breaking in dazzling spray across the coral reefs that skirt the shore, and the sunset flings gorgeous dyes on ocean, hill, cliff and gorge. Truly, it is a picture painted in nature's choicest coloring. We, who are used to colder landscapes, to pale-blue skies and neutral tinted hills, gaze on this lavish expenditure of color, light and beauty, and are filled with astonished delight.

THE NATIVES.

The next day being Sunday, we went to the native church. The church was quite full, and our party, it is needless to say, were the "observed of all observers." The costumes were many, and varied; those of no modern Paris *modiste* could excel them in strange incongruity. Of toilet articles, rancid cocoa-nut oil seemed in greatest favor. Gloves were scarce, shoes ditto; but feathers, flowers and ribbons flourished in profusion. Young beaux were there, with stylish suits of white canvas, or cotton cloth, and scarlet and yellow blossoms twined about their hats, with colored handkerchiefs floating rakishly from their pockets, *Lahola* flowers in their button holes, and finishing off with bare feet. Dusky maidens were grouped together, with flower necklaces about their necks; their long black hair hanging loose, their wrists ornamented with shell bracelets. These girls are not pretty, but they have kindly, soft, dark eyes, and beautifully formed hands and feet. Indeed, from Kanaka women we received constant and kindliest attention; all travelers say this of them, although their indolence is proverbial. Their occupation through life consists of eating, sleeping and talking. Their husbands are as complete slaves to them as a modern Benedict is to his fashionable wife. They have, however, this advantage over their white, useless sister—that they possess good health, and are far more harmless.

The old people do not readily take to a civilized costume. The women all wear the *Holokoa*, a garment made with a loose skirt gathered on a yoke and falling loosely about them. This is of every possible color, and, when made of white muslin, is very pretty.

The sermon was in Hawaiian, by a native preacher. It was very long, and the hot sun poured in fiery lines across the seats. The people listened with edifying attention; only a few of the children, after they had exhausted the novelty of their pale-faced visitors, indulged in surreptitiously playing the game of "put your finger in the crow's nest; the crow is not at home." The crow was at home, however, in the shape of a brawny native Sunday school teacher, who very unceremoniously rapped the small, brown hands into quiet. The music was well worth hearing; the native voices sang the old-fashioned hymns with a sweet pathos. A white woman sat in a group of natives near the pulpit. Her face was worn, and had what Charlotte Bronte calls the over-worked look of a teacher on it. It was a pleasant face, withal, and told one that its owner's life, in its teachings of civilization, had grown nobler through its experience of self-denial and sacrifice. It was the same lady of whom Wilkes speaks; an unpretending, brave little woman, who has done as much as any other in the world to convert and civilize the savages of Hawaii.

A San Franciscan.

CONCENTRATED PROGRESS OF THE WORLD.

Few phenomena are more remarkable, yet few have been less remarked, than the degree in which material civilization—the progress of mankind in all those contrivances which oil the wheels and promote the comfort of daily life—has been concentrated into the last half century. It is not too much to say, that in these respects more has been done, richer and more prolific discoveries have been made, grander achievements have been realized, in the course of the fifty years of our own lifetime than in all the previous lifetime of the race, since states, nations, politics, such as history makes us acquainted with, have had their being. In some points, no doubt, the opposite of this is true. In speculative philosophy, in poetry, in the arts of sculpture and painting, in the perfection and niceties of language, we can scarcely be said to have made any advance for upward of two thousand years. Probably no instrument of thought and expression has been, or ever will be, more perfect than Greek or Sanscrit; no poet will surpass Homer or Sophocles; no thinker dive deeper than Plato or Pythagoras; no sculptor produce more glorious marble conceptions than Phidias or Praxiteles. It may well be, that David and Confucius and Pericles were clothed as richly and comfortably as George III, or Louis XVIII, and far more becomingly. There is every reason to believe, that the dwellings of the rich and great among the Romans, Greeks and Babylonians were as luxurious and well appointed as our own, as well as incomparably more gorgeous and enduring. It is certain, that the palaces belonging to the nobles and monarchs of the Middle Ages—to say nothing of abbeys, minsters and temples—were, in nearly all respects, equal to those erected in the present day, and, in some important points, far superior. But in how many other equally significant and valuable particulars has the progress of the world been not only concentrated into these latter days, but singularly spasmodic in its previous march?

Take two of the most remarkable inventions of all time, both of comparatively modern date—gunpowder and printing. One is four, the other five, centuries old. How infinitesimal the difference between the fire-arms of the year 1400 and the year 1800! The "Brown Bess," the field guns, and the carronades with which Nelson and Wellington and Napoleon won their victories, when we were young, were superior in little, except readiness, to the matchlocks and the cannon with which the Barons of the Middle Ages fought out their contests, as soon as they had discarded the bows and arrows which had sufficed for mankind from the days of Thermopylæ, and earlier, to the days of Agincourt, and later. But now contrast the progress since 1840 with the progress of the previous five hundred years. Compare the needle-gun of Sadowa, or the Chassepot rifle of Montana, or the Enfield of our own troops, or even the Minie of Inkerman, with

the common musket which the veteran pedants of the Duke of Wellington's army could scarcely be persuaded to discard. Compare the Armstrong, the Blakesley or the Whitworth ordnance of to-day—with their almost boundless calibre, their terrible projectiles, their marvelous precision, and their three-mile range—with the round shot or shell fired from the field-pieces which battered Badajoz and St. Sebastian. It is probable, that within fifty years from the first application of gunpowder to war, the destructive power of the fire-arms then invented was nearly as great as that of those used in the reign of Napoleon. It is probable, that we are now within far less than fifty years of the furthest point to which the conditions of matter will permit that destructive power to be carried.

Then, as to printing. The books printed within five and twenty years after the first use of movable types were as clear, as perfect, as beautiful specimens of typography as any that were produced five and twenty years ago. A little more rapidity and a great deal more cheapness make up, perhaps, the sum total of the improvements in the typographic art between the time of Caxton and the time of Spottiswoode. But within the memory of those still young the wonderful art of rapid stereotyping has been introduced; and to this alone it is owing that newspapers are able to supply the demands of their hundred thousand readers. It would be, of course, impossible to compose more than one set of types within the very few hours allowed for the supply of each day's demand. It would be equally impossible to print off from that one set more than an eighth or a tenth part of the number of the copies which the leading papers are required to furnish within three or four hours. But, by *casting* from the first composed types as soon as completed, any number of fac-simile blocks can be produced, and from these, by the help of circular machines, an indefinite number of impressions can be struck off in an almost incredibly short space of time. Twelve thousand copies an hour, and even more, can, we believe, be easily produced by each machine. The multiplication thus rendered feasible is practically almost unlimited.

But it is in the three momentous matters of light, locomotion and communication, that the progress effected in this generation contrasts most surprisingly with the aggregate of the progress effected in all previous generations put together since the earliest dawn of authentic history. The lamps and torches which illuminated Belshazzar's feast were probably just as brilliant, and framed out of nearly the same materials, as those which shone upon the splendid *fêtes* of Versailles, when Marie Antoinette presided over them, or those of the Tuilleries during the imperial magnificence of the first Napoleon. Pine wood, oil, and perhaps wax, lighted the banquet halls of the wealthiest nobles alike in the eighteenth century before Christ and in the eighteenth century after Christ. There was little difference, except

in finish of workmanship and elegance of design—little, if any, advance, we mean in the illuminating power, or in the source whence that power was drawn—between the lamps used in the days of the Pyramids, the days of the Coliseum, and the days of Kensington Palace, fifty years ago; that is, we burnt the same articles, and got about the same amount of light from them, as we did five thousand years ago. *Now*, we use gas, of which each burner is equal to fifteen or twenty candles; and, when we wish for more, can have recourse to the electric light or analogous inventions, which are fifty-fold more brilliant and far-reaching than even the best gas. The streets of cities, which from the days of Pharaoh to those of Voltaire were dim and gloomy, even where not wholly unlighted, now blaze everywhere (except in London) with something of the brilliancy of moonlight. In a word, all the advance that has been made in these respects has been made since many of us were children. We *remember* light as it was in the days of Solomon; we *see* it as Drummond and Faraday have made it.

The same thing may be said of locomotion. Nimrod and Noah traveled just in the same way, and just at the same rate as Thomas Assheton Smith and Mr. Coke, of Norfolk. The chariots of the Olympic Games went just as fast as the chariots that conveyed our nobles to the Derby, "in our hot youth, while George the Third was King." When Abraham wanted to send a message to Lot, he dispatched a man on horseback, who galloped twelve miles an hour. When our fathers wanted to send a message to their nephews, they could do no better, and go no quicker. When we were young, if we wished to travel from London to Edinburg, we thought ourselves lucky if we could average eight miles an hour—just as Robert Bruce might have done. *Now*, in our old age, we feel ourselves aggrieved if we do not average forty miles. Everything that has been done in this line since the world began—everything, perhaps, that the capacities of matter, and the conditions of the human frame will ever allow to be done—has been done since we were boys. The same at sea. Probably, when the wind was favorable, Ulysses, who was a bold and skillful navigator, sailed as fast as a Dutch merchantman of the year 1800, nearly as fast at times as an American yacht or clipper of our father's day. *Now*, we steam twelve and fifteen miles an hour with wonderful regularity, whether wind and tide be favorable or not—nor is it likely that we shall ever be able to go much faster.

But the progess in the means of communication is the most remarkable of all. In this respect Mr. Pitt was no better off than Pericles or Agamemnon. If Ruth had wished to write to Naomi, or David to send a word of love to Jonathan when he was a hundred miles away, they could not possibly have done it under twelve hours. Nor could we to our own friends thirty years ago. In 1868, the humblest citizen of Great Britain can send such a message, not a hundred miles, but a thousand, in twelve *minutes*.—*The London Spectator.*

Poetry.

TWENTY YEARS AGO.

BY "FREDERICK."

From the St. Louis *Organ*, of November 5th, 1845.

[The soft and exquisite beauty of the lines above entitled will be appreciated by most of our readers. They belong to that rare class of poems which, once read, haunt the imagination with a perpetual charm. A more natural expression of true, solemn feeling than that contained in the closing stanza is seldom found.]

I've wandered to the village, Tom; I've sat beneath the tree,
Upon the school-house play ground, which sheltered you and me:
But none were there to greet me, Tom; and few were left to know,
That played with us upon the green, some twenty years ago.

The grass is just as green, Tom; bare-footed boys at play,
Were sporting just as we did then, with spirits just as gay,
But the "Master" sleeps upon the hill, which, coated o'er with snow,
Afforded us a sliding place, just twenty years ago.

The old school-house is altered now; the benches are replaced
By new ones, very like the same our penknives had once defaced;
But the same old bricks are in the wall, the bell swings to and fro,
Its music's just the same, dear Tom, 'twas twenty years ago.

The boys were playing some old game, beneath that same old tree;
I have forgot the name just now—you've played the same with me,
On that same spot; 'twas played with knives, by throwing so-and-so;
The loser had a task to do—there, twenty years ago.

The river's running just as still; the willows on its side
Are larger than they were, Tom; the stream appears less wide—
But the grape-vine swing is ruined now, where once we played the beau,
And swung our sweethearts—pretty girls—just twenty years ago.

The spring that bubbled 'neath the hill, close by the spreading beech,
Is very low—'twas so high that we could almost reach,
And, kneeling down to get a drink, dear Tom, I started so,
To see how sadly I am changed, since twenty years ago.

Near by the spring, upon an elm, you know I cut your name,
Your sweetheart's just beneath, Tom, and you did mine the same;
Some heartless wretch has peeled the bark, 'twas dying sure but slow,
Just as that one, whose name you cut, died, twenty years ago.

My lids have long been dry, Tom, but tears came to my eyes,
I thought of her I loved so well, those early broken ties;
I visited the old church-yard, and took some flowers to strew
Upon the graves of those we loved, some twenty years ago.

Some are in the church-yard laid—some sleep beneath the sea;
But few are left of our old class, excepting you and me;
And when our time shall come, Tom, and we are called to go,
I hope they'll lay us where we played—just twenty years ago.

Department of Public Instruction.

OFFICIAL JOURNEYINGS.

MONTEREY AND SANTA CRUZ COUNTIES.

In response to invitations from Superintendents Makinney and Clay, I attended a joint Teachers' Institute for Santa Cruz and Monterey counties, held at Watsonville, commencing August 5th, and continuing three days. The occasion was one of marked interest, and attended with many gratifying features. A survey of the material composing the Institute convinced me that the Public Schools of Santa Cruz and Monterey are in good hands. The public school-house, in which the Institute held its sessions, is a large and comfortable building, not equal to the new school-house in San José, but very creditable to the citizens of Watsonville. The debates were animated and able, spiced just a little with good-natured personality, which sometimes *nearly* transcended the boundary which divides piquancy from offensiveness. The essays and illustrations of methods of teaching were mostly interesting, and indicative of respectable acquirements and aptness to teach. Now and then a performance *dragged* a little, from timidity or confusion of ideas. The people of the town manifested a lively interest in the proceedings, from day to day, by crowding the hall in which the Institute held its meetings. Lectures were delivered by Professor Alsopp, of San Juan, Dr. Anderson, and Rev. Mr. Ames, of Santa Cruz, and the State Superintendent. There was a full attendance of teachers from the two counties, Santa Cruz having the advantage in numbers, and Monterey claiming the distinction of having a live poet, whose ready verses were quite a feature of the Institute. The cause of education cannot fail to receive an impetus from the influence of such a meeting of teachers, and so pleasant was the impression upon me, that not even the terrible dust encountered in the journey will deter me from repeating my visit whenever occasion calls and opportunity permits me to do so.

SIERRA COUNTY.

An invitation from Superintendent Thorpe called me to Downieville on the 26th of August. The journey led me through Sacramento, Grass Valley, Nevada, San Juan, (North,) Camptonville, and Goodyear's Bar. No time was allowed for visiting, or observation of schools on the way. These points will be visited hereafter. At Goodyear's Bar I observed, that a favorite custom had been followed in the location of the school-house; it was placed just on the edge of the road, where it has the benefit of all the dust raised by travelers. It was also without enclosure—another feature, I am sorry to say, not uncommon in some parts of California. Miss H., the excellent and popular teacher of the school at this place, deserves to have a fence around her school-house, and I hope the gallant and public-spirited miners of "Goodyear's" will see to it. On arriving at Downieville, found the Institute in session, presided over by Superintendent Thorpe, whose clear and practical head gave the pro-

ceedings definiteness and usefulness of aim, from first to last. The weather was hot, and the afternoon sessions were consequently in danger of being a little soporific. But the proceedings steadily increased in interest from day to day, and when the Institute closed its session, on Thursday night, there was a general feeling of regret that it could not be continued longer. Several of the prominent citizens of Downieville attended the Institute regularly, and by invitation took part in the exercises. If my object were to compliment individuals, I would speak particularly of some of the essays read and illustrations given. I was struck with the *earnestness* of some of these Mountain teachers, and no less with their intelligence. Trifflers and drones seem to be scarce in the schools of Sierra county. The Downieville school is under the management of Mr. Tracy and Miss Driscoll, and two better informed instructors, in their respective departments, would be hard to find in any town in the State. I heard many appreciative allusions to Mr. Tracy's predecessor, Mr. Noah Flood, now in San Francisco. The teacher's vocation is not always a thankless one. Lectures were delivered by Mr. Pierce, by Rev. I. B. Fish, and by the State Superintendent. At the close of the Superintendent's lecture, a prominent lawyer of the place made an appeal *to parents* in behalf of the *California Teacher*, urging that parents should keep themselves well informed on school matters, and arguing that the more general the diffusion of knowledge concerning education, the more hearty would be the support given to it. This appeal was promptly responded to by a number of citizens, to whom the *Teacher* will hereafter be sent. In order to maintain an efficient school system, the cooperation of all classes of the community must be secured; and the best means of securing this cooperation is, to permeate the homes of California with facts and arguments showing the practical workings of such a system. To Superintendent Thorpe, Rev. I. B. Fish, Judge Van Cleif, Drs. Chase and Jump, and to "mine host," McDonald, I am indebted for courtesies gracefully rendered and highly appreciated. On Friday morning, at half past 3 o'clock, I took the stage for home, and in company with several lady teachers and a number of good humored gentlemen, went winding along and down the noisy Yuba, as it went pouring over the rocks and reflecting the image of the stars, still shining in the sky. And here properly ends the record of this official visiting; and so the readers of the *Teacher* may imagine the rest of the homeward journey.

CONTRA COSTA COUNTY.

In company with Prof. H. P. Carlton, Vice-Principal of the State Normal School, I attended the session of the Contra Costa County Institute, held at Pacheeoville, commencing September 23d. There is room for only a brief notice. When we arrived, the subject of the *Moral Influence of Teachers* was under discussion. The tone of the remarks made indicated a high ideal of the dignity and *responsibility* of the teacher's office. The *lady teachers* participated in the discussions, and certainly there was no sacrifice of modesty or good taste on their part in so doing. Owing to the fact that it was a busy season for farming, or some other cause, the citizens generally did not attend the meetings of the Institute, though those who were present seemed highly gratified. Mr. Carlton read an excellent lecture on *Natural History*, taking strong ground in favor of its introduction into our Public Schools. The State Su-

perintendent's address was the best he could do under the circumstances, and was kindly received. Mr. Thurber, the efficient County Superintendent, being sick, was assisted in presiding by Mr. Moore, Principal of the Martinez School, and by Mr. Abbott, two gentlemen of more than common professional ability, and enthusiastic in their vocation. My engagements called me away before the close of the session, and as it is expected that a detailed account of the proceedings will be furnished for the *Teacher*, this must suffice. O. P. F.

PROGRESS OF THE UNIVERSITY OF CALIFORNIA.

The Act to create and organize the University of California became a law on the 23d of March, 1868. Its leading provisions have been heretofore published, and are familiar to most of our readers. A history of the steps since taken to carry out the purpose of that Act will, no doubt, be interesting.

By the provisions of the Act, the following named gentlemen are, *ex officio*, members of the Board of Regents: Hon. Henry H. Haight, Governor, and President of the Board; Hon. Wm. Holden, Lieutenant-Governor; Hon. C. T. Ryland, Speaker of the Assembly; Hon. O. P. Fitzgerald, State Supt. Public Instruction; Chas. F. Reed, Prest. of the State Agricultural Society; A. S. Hallidie, Prest. of the Mechanics' Institute of San Francisco.

The following named gentlemen were appointed members of the Board by the Governor, and were subsequently classified by lot, as follows: Samuel Merrit, two years; John T. Doyle, four years; Richard P. Hammond, six years; John W. Dwinelle, eight years; Horatio Stebbins, ten years; Lawrence Archer, twelve years; William Watt, fourteen years; Samuel B. McKee, sixteen years.

The first meeting of the Regents was held on the 9th of June, 1868, at which the following additional members were elected: Isaac Friedlander, two years; Edward Tompkins, four years; J. Mora Moss, six years; S. F. Butterworth, eight years; A. J. Moulder, ten years; A. J. Bowie, twelve years; Frederick F. Low, fourteen years; John B. Felton, sixteen years.

This completed the organization of the Board in the manner and form prescribed by the statute. Subsequently, carefully digested by-laws and rules of order, for the government of the Board, were adopted.

THE AGRICULTURAL COLLEGE LANDS.

The first matter that engaged the attention of the Board was the disposition of the 150,000 acres of land granted to the State for the purpose of establishing and maintaining a College of Agriculture and the Mechanic Arts, etc., and by the State donated to the University. A committee, consisting of Messrs. Friedlander, Low, and Hammond, was appointed, having this matter in charge. The first proposition was to appoint a Locating Agent, to select these lands, in the name of the Regents, from the unoccupied public lands of the State, but, after mature deliberation, it was determined, in compliance with the recommendation of the committee, to sell 9,600 acres at a minimum price of $5 in gold, per acre, and that, for this purpose, warrants should be prepared, authorizing the holder to locate one hundred and sixty acres of land, and that proposals be invited for the purchase of these warrants, by advertisement, for

thirty or sixty days. Toward the close of the last session of Congress, an Act was passed conferring exceptional privileges upon the State in the matter of locating these lands—notably, in permitting them to be located on the even-numbered sections along the line of the various railroads subsidized by the General Government. The Regents are now only waiting for a copy of this Act, to advertise the sale of the first batch of 9,600 acres. If this experiment should prove successful, of which no doubt is entertained, the remainder of the lands will be sold in the same way. These, at the minimum of five dollars per acre, will realize the handsome sum of $750,000, in gold.

The site of the University is at Berkeley, four miles north of Oakland, and directly facing the Golden Gate, upon the one hundred and sixty acres of land donated by the College of California. This was a munificent gift, the land being estimated as now worth $500 per acre. The College of California further resolved, that whenever a University shall be established, it will disincorporate, and pay over its net assets to such University. It was expected that the University would be put in operation before the close of the year 1868, but, after careful consideration, the Board determined that it would be impossible to erect the necessary buildings, select the required officers and professors, and start their institution in full working order earlier than the Fall of 1869. By that time, they expect to have the five colleges of Agriculture, Mining, the Mechanic Arts, Civil Engineering, and Letters fully equipped and ready for work.

THE UNIVERSITY BUILDINGS.

Unfortunately, the cash resources immediately available by the Regents are very limited—not exceeding $45,000—and they cannot expect to increase this amount from the other sources of revenue placed at their disposal in much less than a year from date. Hence, they have found themselves seriously cramped in providing suitable and necessary accomodations for the University. At first it was determined to erect one large building of stone, for the purposes of instruction, at a cost of $75,000; but, after long deliberation and full debate, it was decided that "they must cut their coat according to their cloth," and, therefore, while nearly all agreed that substantial stone buildings must ultimately be erected—and that, as soon as their means would permit—they came to the conclusion that, if they put up any building at once, it must be of wood. Accordingly, they have invited plans and estimates for such a structure, to cost not exceeding $25,000. As soon as the plan is adopted, a contract will be made, and preparations for building will be commenced at once. This building is to contain:

Six Recitation Rooms, for Engineering, Physiology, Geography, Mathematics, Ancient Languages, etc., each	18 x 20 feet.
One Recitation Room for Physics, etc.	20 x 25 "
One room for Drawing	35 x 35 "
One Recitation Room for Modern Languages, Mechanics, etc.	20 x 40 "
One Agricultural Lecture Room	22 x 32 "
One Chemical Lecture Room	24 x 25 "
One Private Laboratory, adjunct to Chemical Lecture Room	17 x 17 "
One Technical Library Room	22 x 30 "
One Librarian's Room, adjoining Library Room	10 x 10 "

One Room for Engineering and Mechanical Models	16 x 18 feet.
One Room for Metallurgical, Geological and Mineralogical Illustrative Museum	35 x 35 "
Ten Rooms for Professors' Studies, each	15 x 15 "
One President's Reception Room	18 x 25 "
One Storeroom	12 x 20 "
Five Sleeping Rooms for unmarried Instructors	10 x 17 "
Two Rooms for Apparatus	9 x 18 "
One Room for Photographic Laboratory	13 x 26 "
One Public Lecture Room in the third story, extending its elevation into the roof	50 x 75 "
There is to be, in addition, a building of one story for a Laboratory, on a ground plan of 40 x 60 feet, with a pitch of 18 feet from floor to ceiling, and a Mansard roof	40 x 60 "

Suitable buildings have yet to be provided for the accommodation of students and professors.

THE EDUCATIONAL STAFF.

The Regents are anxiously seeking the right man for President. Him, they desire to elect as soon as possible, for he can be of immense service in assisting them in the organization. They have fixed his salary at $6,000 in gold, per annum—a sum with which they hope to secure the best talent in the country.

The exact number of professors has not yet been decided on, but the impression seems to prevail that the University can be successfully started with ten or twelve, with the intention of increasing this number as fast as the wants of the Institution require.

The only salary fixed at present is that of the Professor of Physics, $3,600 in gold, per annum. The Regents will probably not select the Professors before the 1st of January next. This will be time enough to give the appointees who may reside in the Atlantic States opportunity to make their arrangements for removal to California so as to be ready for the inauguration of the University, in October, 1869.

The Secretary of the Board of Regents is Andrew J. Moulder, formerly Superintendent of Public Instruction. His office, at the rooms of the Regents, is at No. 414 California street, San Francisco, to which all communications on business connected with the University should be directed. Mr. Moulder was for some time one of the Regents, but, when elected Secretary, he resigned his position as Regent, and Judge John S. Hager, of San Francisco, was elected in his place.

THE SEMI-ANNUAL APPORTIONMENT.—The segregation of the University Fund from the Common School Fund, taking $44,000 from the latter, reduces the semi-annual apportionment to a very modest figure indeed. Notwithstanding the deep interest we feel in the early and successful inauguration of the University of California, we cannot help grudging a little this big slice taken from our Common School Fund. The exigency thus produced is partially provided for by the Act of the last Legislature doubling the rate of special tax for school purposes. This apportionment was made on the basis of the census of 1867, for the reason that the reports from County Superintendents were not received for 1868. Some of these reports have not yet come to hand.

REPORTS OF PUBLIC SCHOOLS.

Martinez Public School.—Month ending Aug. 28, 1868.—Jno. A. Moore, Teacher. *Grammar Department.*—Present at opening, 43; entered during month, 16; left, 3; leaving in attendance, 56. Whole number of days attendance, 932; whole number of days absence, 33; whole number of days tardy, 50; percentage of attendance, 96.

Roll of Honor.—Advanced Grade: Julia E. Sherman, Petra Miranda, Nellie Austin. First Grade: Clara K. Wittenmyer, Marion A. Austin, Lupy F. Miranda, Hiram Russell, David Edwards, and Thomas Edwards. Second Grade: Evelyn B. Lander, Georgie Gift, Mary Taggart, Inez Martinez, Belle Rodgers, Fannie Buckley, Florence J. Wood, Edward Edwards. Third Grade: Marietta Bent, Amelia Castro, Mary James, Lucy Martinez, George Schwartz, Elam E. Brown.

Georgetown School, Sacramento Co.
September 1, 1868.

Editor Teacher :—Dr. Trafton, our School Superintendent, has been paying us a visit, which has been profitable. An assessment was levied to improve our school building, and the willing tax payers are more than rewarded. Fifty children were present, and the black-board, running across the house, (twenty-eight feet,) was used with good effect. The Superintendent showed a dignity and earnestness worthy of his place. Respectfully yours,

JAMES ROBINS.

ITEMS.

San Francisco Public Schools.—The San Francisco Public Schools are now in a very prosperous condition. Schools of every grade are filled with pupils. There is harmony between the principals and their assistants, and between the teachers and the Board of Education. But one thing is wanting to give increased and permanent efficiency to these schools, and that is, sufficiently liberal salaries to justify men of experience and intelligence in devoting their lives to the laborious and exhausting duties of the profession of teaching.

Mr. J. G. Kennedy, a Graduate of the State Normal School, has been elected to fill the vacancy in the San José Public School, caused by the resignation of Mr. McKinstry.

Drowned.—N. B. Garbrick, teacher of the Public School in Alviso, was drowned while bathing in the river near the above place, on Saturday, Aug. 29th. He was a young man of sterling worth, and was held in high esteem by all who knew him.

J. C. Pelton. This distinguished teacher has been elected Principal of the San Leandro Grammar School, Mr. M. M. Scott, the former Principal, having been appointed sub-master in the Washington Grammar School in this city.

Illinois State Normal School.—The salary of Richard Edwards, LL.D., President of this school, has been raised to $4,000 per annum.

Chicago.—The estimated school expenditures for the coming year are $795,500—the salaries of teachers amounting to $340,000.

Healdsburg.—W. H. Adamson has been elected Principal of the Public School. He was formerly Assistant. From Mr. Adamson's diligence and success as a pupil, we predict for him a prosperous career as a teacher.

Oroville.—A new school-house has lately been erected in this young city that reflects credit upon the taste and liberality of its citizens. Money thus spent is well invested.

Our Book Table.

A Manual of Elocution. Founded upon the Philosophy of the Human Voice; with Classified Illustrations. Suggested by and arranged to meet the Practical Difficulties of Instruction. By M. S. Mitchell. Philadelphia: Eldredge & Brother. 1868.

Since reading has been neglected at examinations, it has been neglected throughout the year in all, or very nearly all, of our city schools. The art of *Elocution* has fared still worse, having been ignored altogether, except, perhaps, in the High and Normal Schools. The well-printed and compact volume before us aims to supply a want which exists, and to bring elocution more prominently before the corps of educators; in this aim it only partly succeeds.

The book is too *thoroughly* written; the theory too *minutely* carried out; and the selections too *severely* classical, to meet the wants of even the highest grammar grades; in the High and Normal Schools, however, it could replace the insipid and wearisome "Reading Books" now in use, to the advantage of both the teachers and pupils. Many of the excellent points of Russell's Vocal Culture are here embodied, and the principal defect of that work - the small variety and extreme brevity of the selections for practice—is here avoided.

The list of selections is a goodly one, embracing such names as Longfellow, Poe, Whittier, Tennyson, Mrs. Browning, Dickens, Hood, Coleridge, and Shakspeare; in the whole list of authors, there can be seen not one of those Smiths and Browns of literature, who so often shine feebly through their little day in school reading books. The selections are, many of them, famous, and *all* excellent; but, as we before remarked, the majority of them are not suited to the capacity of pupils in the Grammar Schools; they *could* not understand, and, therefore, could not read them; or, if they did learn to read them well, the credit would be due to the art of imitation, not to that of Elocution.

The foundations of defective reading are laid in the Ninth and Tenth Grades, where children are often, indeed, generally heard, drawling out: "It-is-an-old-owl," and "Do-you-see-*it*," in total defiance of the first principles of good elocution. Of course, it would be preposterous to attempt to teach Mr. Mitchell's rules to young children, even in the simplest form, but earnest teachers can make the little ones form habits of good reading, which will be invaluable to them when they reach the higher grades. Attention to the marks of inflection, as given in the Primer, is not enough, for they *will* slight important words, and emphasize "the's," "it's," and "and's," in the most persisten and aggravating way, unless the teacher, by the most earnest efforts, succeeds in making them read rationally, as well as fluently.

When this subject is duly attended to in the lower grades, then Mitchell's Manual of Elocution may be introduced with decided success in the higher.

Meanwhile, until that much-to-be-hoped-for time arrives, it might be well for teachers themselves to study the Manual under consideration, and be the better able to instruct, for being instructed. For sale by A. Roman & Co., 417 and 419 Montgomery street, San Francisco.

THE ÆNEID of VIRGIL. With Explanatory Notes. By THOMAS CHASE, A.M., Professor in Haverford College. Philadelphia: Eldredge & Bro., 17 and 19 South Sixth street. New York: J. W. Schermerhorn & Co. Boston: Woodman & Hammett. Cincinnati: R. W. Carroll & Co. Cleveland: Ingham & Bragg. Chicago: W. B. Keen & Co. Des Moines: Mills & Co. 1868.

CAII JULII CÆSARIS COMMENTARII DE BELLO GALLICO. With Explanatory Notes. By GEO. STUART, A.M., Professor of the Latin Language in the Central High School of Philadelphia. Philadelphia: Eldredge & Brother, 17 and 19 South Sixth street. 1868.

While so many are clamorous for the partial or total extinction of the pure fountain of classical learning, and, even in a matricidal manner, are employing the powers derived from it, for its overthrow, it is cheering to see that its vigor is undiminished, and its appreciation by the scholarly is none the less, as is shown by these fine editions of The Memoirs of the Gallic War, and Italy's Great Epic. The graceful preface to each, with "Life of Cæsar," and "Life of Virgil:" the pure, clear text; the judicious notes, saying precisely what is necessary for a clear apprehension of the subject, and, at the same time, compelling the student to rely on himself for translations; the handy Lexicon and complete "Geographical Index," and "Index of Proper Names," together with the elegant typography, handsome and convenient binding, and the cheapness, render these books especially valuable to the teachers who are trying to have a high standard of true classical attainments reached by those whom they prepare for college. What by the incompetency of teachers, and what by the slovenliness and want of adaptability of text-books, many boys daily thumb the pages of this "greatest man of antiquity," and the sublimest passages of the Mantuan Swain, "read through," and finally enter college with about as well defined notions of Cæsar or Virgil as a nebulous theologian has of the mysterious Melchisedec. The treatment of the subjunctive mood, which is about the only difficult thing in the construction of the Latin language, is clear and accurate, increasing greatly the merit of the work. For sale by A. Roman & Co., San Francisco.

A HISTORY OF THE UNITED STATES FROM 1492 TO 1866. For the use of Schools. By JOSEPH C. MARTINDALE, M.D. Eighth edition. Philadelphia: Eldredge & Brother.

Multum in parvo was indeed the motto in preparing this work. In a small 16mo. volume of one hundred and seventy-six pages, the author has condensed the entire history of the country, from 1492 to 1866, and at the mere nominal cost to the purchaser of sixty cents. Of course, the mere facts are given without comment, which is a new and good method for the school-room. Since there are so many facts to be learned the student rarely has time or inclination for *mere individual opinion* on subjects which in themselves are very necessary to his education. The "Chronological Tables" are particularly valuable, making it superior as a book of reference. For school-room purposes it needs to be supplemented by a well-posted and thoroughly competent teacher. Then, with a few errors corrected, it is the best book we are acquainted with for the school-room. For sale by A. Roman & Co., San Francisco.

EATON'S ELEMENTARY ALGEBRA. Designed for the use of High Schools and Academies. By WILLIAM F. BRADBURY, A.M., Teacher in the Cambridge High School. Author of A Treatise on Trigonometery and Surveying. Boston: Taggard & Thompson, 29 Cornhill. 1868.

When a *new* book comes from the press, it is always sought with eagerness, and in time assigned a place according to its merit, whether conspicuous in first-class libraries or forgotten in oblivion. But when an *old* book comes out with only paper, binding and *author* new, it is very properly received with caution. A really new book on "Elementary Algebra" would be hard to achieve, as it would require deep penetration to discover something new in such a well-known region. Notwithstanding all this, the above mentioned work is entitled to an honorable place among the helps used for gaining a clear mathematical knowledge. Its distinguishing characteristics are discrimination between what is proper for an elementary treatise, and what is not; the judicious arrangement of the matter selected; and the complete and clear demonstration of all principles upon which the elucidation of the subjects discussed depends. The importance of these principles in text-books is evident when compared with the loose manner in which many now in use have been compiled. Altogether, it is a good book, well adapted to the purpose intended by the author. For sale by A. Roman & Co., San Francisco.

MORRIS'S GRAMMAR. A Philosophical and Practical Grammar of the English Language, Dialogically and Progressively Arranged; in which every Word is Parsed according to its Use. By Professor J. J. MORRIS, A.M., Auburn, Alabama. Published by J. J. Morris. 1865.

This book is a start in the right direction—freeing the English language from those forced analogies to others (particularly the Latin and Greek) which have so long trammeled it. These analogies have involved authors in complexities, contradictions, and absurdities, until one very popular writer on grammar frankly, and it would seem despairingly confesses, "What is false in fact, may, nevertheless, be true in grammar." The criticisms of books in use in this country are severe, but not more so than the facts demanded. To point out all the errors of common text-books herein discussed would be to begin at the first and go through—a task manifestly impracticable: and this statement shows that every teacher and student of grammar should read this book. Two leading thoughts seem to be the author's aim, one for the technology, *that words should be named according to their uses*, and one for their application, that *construction and common sense should always agree*. Any construction which does not accord with common sense is necessarily wrong and should be abandoned. And yet, how often do we hear the common sense of passages *outraged* by those who "explain by the rules of grammar." It is not every one who can *afford* to make a mistake; but one who has so many merits can well look complacently on a few unguarded points. A few such points these pages contain, yet it is a very valuable book. Man is imperfect, and the language which represents him or his thoughts is necessarily imperfect; however, we should strive for the true, though it be unattainable now, in its completeness.

NOUVELLE GRAMMAIRE FRANCAISE: Comprising Vocabularies and Exercises. A Complete Grammar to the Syntax etc., and a Reading Book. Par EMILE COULON. Toronto: W. C. Chewett & Co., King street, East.

This work, though consisting of only one hundred and ninety-one 16mo. pages, will give him who thoroughly masters them a very good knowledge of

the French language. It is divided into three parts: the first part contains vocabularies, and examples for their application freed from intricate idioms; the second part treats of Syntax; and the third part has elegant examples for reading, arranged especially to present in contrast the differences of the two languages—the French and English. "*General Terminations* of each person in verbs, whether regular or irregular," and the "*Formations* of the Tenses in irregular verbs," are important additions not found in similar works. Altogether, the plan of the work is judicious, and the execution good. The author of this work is now a teacher in the South Cosmopolitan School, in this city.

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THE

CALIFORNIA TEACHER.

NOVEMBER, 1868.

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HOW WE APPEAR TO THE ENGLISH.

On the fourth of April, 1865, the Rev. J. Frazer, a clergyman of the English Church, received instructions from both Houses of Parliament, through a commission appointed by them, to proceed to the United States and Canada and study and report upon their systems of common school education.

If an English manufacturing firm had considered it desirable to study a branch of business in this country, a well paid resident agent would have been sent here and maintained for years; but the government of the great English nation, desirous of studying the subject of public education in the United States and Canada, must be true to the parsimonious spirit which governs things educational all the world over, and especially in England, by requiring the agent to learn it all in six months, digest the matter and make a report of it in two more. The agent left Liverpool on the 22d of April, 1865, and notwithstanding the fact that he arrived in New York at the exact time when the school-house doors were closing in his face, causing him to lament the loss of two precious months, he actually left New York on his return home, after having *done* the United States and Canada within five months after he started from England to begin his investigations. As a consequence, he *made himself acquainted* with the school systems of Cincinnati, St. Louis, Chicago, Detroit, and, generally, with the systems of Ohio and Illinois, *without entering a single one of their schools.* As another consequence, he formed many of his opinions on what he heard from individuals, and on what he read in reports. His report to his government is not systematic, although he

starts with a definite plan. It exhibits much haste and copying from stray and disconnected notes. Still, it manifests ability of a high order, and vigor of mind and scholarly habit of thought have left their impress on every page.

The extreme cordiality of his reception at the various American schools he visited surprised him much and gratified him highly. He dilates with enthusiasm on the readiness with which every facility was afforded him for seeing the operation of the schools, and getting the information he desired. He was certainly impressed with the fact that American teachers are not ashamed of their work, and his surprise at the *openness* of our schools is no doubt attributable to his familiarity with the reverse state of things in his own country. The schools being closed, he attended a teachers' institute at Cincinnati, and another at Toronto. He thus contrasts them:

"There was a marked difference in the character of these two teachers' associations, both as regards their *personnel* and their discussions. At the Ohio meeting there were present perhaps five hundred members, of whom fully half were females. At Toronto there was a mere sprinkling of mistresses—not a dozen out of one hundred and fifty members—a difference which was to be expected from the proportion in which the two sexes are employed as teachers in the two countries—in the States there being a decided preference for female teachers, in Canada for male. There was much more movement and vivacity at the discussions at Cincinnati, but there was exhibited as much solid, practical sense at Toronto. There was a peculiar element in the Cincinnati gathering—arising from the presence of the ladies—which, of course, the Toronto assembly lacked altogether."

Our curiosity is piqued at the vagueness of this last sentence. It is amusing to have the reverend gentleman remark of us, as he does, that the way in which American schools and American sights in general are commonly shown to visitors is too rapid to be entirely satisfactory. He allowed himself less than five months to learn what no born Englishman could understand in five years, and then complains of the rapidity with which he is taught, when he was anxious to gather material enough to construct a report sufficiently ponderous to be worthy of being presented to so august a body as the British Parliament.

But we cannot help being charmed by his evident desire to be impartial, and by his plain readiness to see and extol merit. He speaks in glowing terms of the munificence—so frequent in America, so rare in England—of individual friends of education. He acknowledges with evident pleasure the intense and general interest in public school matters exhibited by professional and business men, in devoting hours of precious time to the visitation of schools and the transaction of business connected with them, and all as a mere matter of public spirit, and not for even nominal pay. His astonishment at the magnificence of the proportions

of the New York City Educational Department is undisguised. Of the Cincinnati Institute he says:

"I was very much prepossessed with the appearance and tone of the great body of Ohio teachers, four or five hundred in number, whom I saw assembled at Cincinnati. In spite of a little self-assertion which characterized some, there was an energy and an earnestness of purpose in most which was very observable. * * * * I must say I enjoyed the meeting very much; and though a stranger only sees the surface of things on such occasions, I saw nothing either to excite suspicion or provoke criticism."

I dare say, that many a shallow young teacher of either sex went home from that same Institute saying that the proceedings were dull and profitless.

Even the appearance of the public school children in the street, on their way to school, attracted his outspoken admiration, by the neatness of their dress and the tidiness of their books and other school apparatus — which meant lunch pails. Neatness and order, at any rate in the cities, he observes, are great characteristics of all American school arrangements, and scrupulous personal cleanliness is a virtue, as of Americans generally, so of American school children. Even those whose attire often consisted of nothing more than a shirt and a pair of trousers, had clean hands and faces, and looked perfectly sweet and wholesome. In fact, in the higher grade schools, it seemed to him that the toilettes of the young ladies must have occupied rather too much of their time. The innocent old gentleman evidently thought that all he saw on the tops of the girls' heads was composed of their own hair. He would no doubt have changed his mind at once if he could have seen how easily a magnificent and elaborate waterfall may be erected by simply slipping a muff full of old rags under the hair. But the stylishness of dress, of which the elaborate work on the hair is only an index, troubles Mr. Frazer on another and more important account. He is afraid that it may possibly have the effect of keeping the children of some of their humbler neighbors out of school. "For," he remarks, "as in America one man thinks himself pretty much as good as another; so one man, and still more, perhaps, one woman, does not like to be reminded by any marked contrast of dress and outward circumstances, that in spite of the theoretic equality, there is still a practical difference."

It is not, however, in minor things alone that we seem to elicit the agent's admiration. He candidly expresses the opinion that Americans are hardly ever satisfied with things as they are. Not from a mere idle love of change, but from a sincere belief in the possibilities of improvement; and he finds that those who have the oversight of these grammar schools, both in New York and Boston, are not content with their condition

or disposed to condone their deficiences. With all his preferences for a denominational system of education at home as the only one likely to supply to the mass of the English people the one thing lacking in America—sound and substantial grounding in the Christian religion—he feels constrained to acknowledge that through the American system the average American, and particularly the average American of the mechanic or laboring class, stands on a vantage ground, in respect both of knowledge and intelligence, as compaired with the average Englishman.

As to final results, he says: "I do not know that the aggregate results of the system can be better summed up than by saying, that there exists in America (of course he means the United States) a general diffusion of intelligence, rather than any high culture or profound erudition. If I were to compare them with the results of the best education at home, I should say that an American pupil probably leaves school with more special knowledge, but with less general development. He would have more acquaintance (not very profound, though) with certain branches of physical science, perhaps more, certainly as much, acquaintance with mathematics, but not more acquaintance with modern languages, and much less acquaintance with the ancient languages and classical literature. I think our best teachers are better (perhaps because more regularly educated) than their best; but our worst teachers are incomparably worse, duller, more immethodical, more indolent, more uninteresting than anything I saw or can conceive of being tolerated among them. An American teacher may be immoral, ignorant and in many ways incompetent, but he, and particularly she, could hardly be dull. Liveliness and energy, hiding sometimes perhaps a multitude of other sins, seem to be their inherent qualities. I saw in America many inefficient schools, but the drowsy dullness of the teacher and the inattentive habits of the children, which characterize so many an English school, I never saw."

One cannot help smiling at the complacency with which the reverend gentleman accepts his conclusion after comparing the average American common school, which we count by the thousand, with the endowed English school, which they count hardly by the ten. Knowing what we do of the condition of *common* education in England, we know that it is only the favored and expensive schools for the children of the aristocracy and rich tradesmen that are here brought into comparison with our average common schools. A comparison and distinction which is about as fair as it would be to compare an average white laboring man with an eminent Chinese scholar or philosopher, and deduce therefrom conclusions concerning the comparative intellectual standing of the two races. In the sentence next to the last, the word *other* must have been written by mistake, for the writer would certainly not regard *liveliness* and *energy* as sins.

But we can find it in our heart to forgive him for this one fall into unfairness on turning over a few pages and noting what he says of our women. He quotes De Toqueville as saying, "If I were asked to what cause I would principally attribute the singular prosperity and growing force of this people, I would answer, To the superiority of their women." And then continues: "I, too, am not blind, I trust, to the merits nor to the high endowments of American women. I recognize and appreciate their force of character, their intellectual vigor, their capacity for affairs, their high spirit, their courage, their patriotism. The Americans may be right in judging that the mind of a woman is as capable as the mind of a man to discover naked truth, and her heart as firm to follow it. And so they have made the mental training, indeed the whole school culture, of boys and girls the same. Nor does the female mind (whatever may be thought of the female body) appear unequal to bear the burden thus put upon it. Some of the best mathematical teachers are women. Some of the best mathematical students are girls. Young ladies read Virgil and Cicero, Xenophon and Homer as well (in every sense) as young gentlemen. In mixed high schools the number of female students generally preponderates, and they are found in examinations to carry off the largest proportion of prizes. In schools where I heard the two sexes catechized together, I myself should have awarded to the girls the palm for quickness of perception and precision of reply. In no department of study which they pursued together did they not seem to me, as compared with their male competitors, fully competent to hold their own." Then follow some philosophic reflections on the wisdom or folly of the American people in thus cultivating the female intellect in a masculine direction, and some expressions of sundry misgivings concerning the domestic future of a nation whose women have been trained into cold intellectuality rather than into the ways that make tender and aimable wives; and he concludes his somewhat dispondent prognostications with the remark, that "it may well be doubted whether He who at the beginning made them *male* and *female*, did not also mark out for them, in His purposes, different though parallel paths through all their lives." After again quoting De Toqueville, to show that the democratic education of girls in the United States is the opposite of the cloistral education of girls in Catholic countries, he goes on to say, "I quite feel that there is an indefinable something that makes a difference between the relationship of man and wife in America and the relationship of man and wife in England. I do not mean that there is more mutual affection or mutual confidence, but there is a different *tone* in the intercourse. I think the secret of the difference lies in this, that the American husband has more respect for his wife's mind." And in summing up the difficulties encountered and the results attained by our system

of public instruction, he uses the following language: "Yet, notwithstanding these hindrances, and if not accomplishing all of which it is theoretically capable, if lacking some elements which we justly deem primary, and of which Americans themselves feel and regret the loss, it is still contributing powerfully to the development of the nation, of which it is no flattery or exaggeration to say that it is, if not the most *highly* educated, yet certainly the most *generally* educated and intelligent people on the earth." M.

FEMALE EDUCATION—INTERESTING PROCEEDINGS IN THE BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

The members of the British Association were entertained on the 25th ult. by a paper read by Miss Lydia Becker, the well-known advocate of women's rights, "On the supposed Differences in the Minds of the two Sexes of Man." Miss Becker, as may be imagined, is of opinion that there are no such differences, and she complained strongly, though with much good humor, of the way in which women are treated, owing to the false views on the subject which are held by men. It was generally admitted, she said, that girls as well as boys should be taught to read and write. Yet the notion of inferiority in feminine requirements underlies all educational legislation. For instance, in the bill to provide for the education of the poorer classes introduced into the House of Commons last session by Mr. Bruce, while infants under six years of age were placed on a level as regarded the provision made for their intellectual needs, boys above that age were to receive 6d. worth of instruction weekly, while 5d. worth was deemed sufficient for the girls. The existing arrangements of society were founded on a principle at present almost universally accepted without inquiry or examination, and which was the basis of political, social, and educational legislation. This principle has been recently denied by a writer in the *Pall Mall Gazette*, as the radical inequality of the sexes, the radical inferiority, physical, moral, and intellectual, of woman. This radical inferiority Miss Becker set herself to disprove. The propositions which she desired to submit were three in number: 1. That the attribute of sex did not extend to mind; that there was no distinction between the intellects of men and women corresponding to and dependent on the special organization of their bodies. 2. That any broad marks of distinction which may at the present time be observed to exist between the minds of men collectively were fairly traceable to the influences of the different circumstances under which they passed their lives, and could not be proved to adhere in each class in virtue of sex. 3. That in spite of the external circumstances which tended to cause divergence in the tone of mind, habits of thought and opinions

of men and women, it was a matter of fact that these did not differ more among persons of opposite sexes than they did among persons of the same sex. In illustration, she would observe that among plants there was no superiority of any kind connected with sex, and that among animals whichever sex happened to be superior in physical strength dominated over the other. This superiority was not always on the side of the male, as in raptorial birds and some species of insects, such as ants and bees.

Some extracts were hurriedly read from a paper by Joseph Payne, on the "Relation between learning and teaching," but the interest excited by Miss Becker's paper was so great that it was found impossible for the author to secure the attention of the section.

A discussion then ensued on the education question generally, and also on Miss Becker's paper in particular. Upon the question of endowments, (treated of in Mr. Fitch's paper on the preceding day,) a general opinion was expressed that they must be made more in accordance with the requirements of the times, the main point urged being, that the endowments produced most inadequate results; at Croydon, for instance, a grammar school-master received £300 per annum, without having a single pupil for years together, while the school-room was used by an enterprising builder for storing timber.

J. G. Fitch observed, that the smaller sum proposed to be allowed per head for the teaching of girls arose simply from the fact that girls' schools could be conducted more cheaply than boys' schools.

The Rev. F. Myrick, who has had considerable experience as an inspector of schools said, he considered that in examinations relating to Holy Scripture girls were equal to boys; in the matter of reading, he considered that the girls excelled the boys; in the matter of writing, girls and boys were about equal; and in the matter of arithmetic, the boys were superior to the girls, whose time was a good deal occupied in instruction in sewing. Each sex had its special excellences, and education must be adapted to its future work in life.

The Rev. A. Jessup did not see the force of the illustration drawn from bee-land; we were not bees, but men and women; and we could not ignore the actual physical distinction which existed between the sexes.

Mr. Heywood stated that the University of London proposed next year to confer degrees upon ladies in the event of their passing a rather stiff examination. He did not exactly know yet what they would be named—whether "Spinsters of Art," or what not.

Other gentlemen and one lady (Miss Robinson) having spoken, Dr. Farr moved "That the Council of the Association be requested to appoint a committee to consider how the scientific education of women can be promoted."

The President expressed his opinion, that up to a certain age there need be no difference in the education of the sexes, but that the mission of women in life was different to that of men, the former having reserved for them a higher mission, in which the delicacy, refinement and grace which formed the charm of the female mind were more important than the pursuits of science—viz.: the training of a family which was, after all, the most important education that could be imparted to mankind.

Miss Becker, in reply, said she could not understand why an inferior teacher should be trusted with the training of girls; and in answer to a remark by one of the audience, "Not inferior, but cheaper," she observed, that efficiency was generally considered to be measured by the amount of salary paid. The system of having separate teachers for the girls and boys of a family she condemned as wasteful, and contended that the same teacher should undertake the education of both, believing it would be found that they mutually encourage each other and do each other good. Some gentleman had said that he hoped sewing would not be abandoned as a part of female education. Upon that point she would observe, that in former days spinning was the great employment of English women, and at that time the process was laborious and not very profitable. As soon as it became profitable, by the introduction of superior machinery, it passed out of the hands of women. She hoped a similar revolution would arise with regard to sewing, and she looked forward to the time when a needle would be as much a stranger in the hand of woman as the spinning machine was in the present day. She argued that the isolation of the sexes was prejudicial to both, and particularly complained of the evil effect upon females, resulting from their being shut out from the great stream of humanity around them. With regard to the Cambridge examinations, she expressed her gratitude to that University for having taken the lead in recognizing the existence of women, which the sister University had hitherto ignored; but condemned the practice of adopting a different examination for women to that for the other sex, arguing that that system had to a great extent destroyed the value of the examination, and declaring that she would not care to enter into a competition from which all the men were excluded. In reply to the Chairman's observations, she said her opinion was that delicacy and refinement were required equally by both men and women, and she did not think the highest intellectual culture at all incompatible with a training for the important duties the President had referred to: on the contrary, she thought the one would rather tend to promote and assist the other. (Miss Becker, whose observations had been frequently interrupted by laughter and applause, resumed her seat amid loud cheers.)

Dr. Farr's resolution was then put to the meeting, and carried with only one dissentient. A paper by Horace Mann, on the "Statistics of the Civil Service," was also read.

THE TEACHER AS A GENTLEMAN.

The old expression, "He is a gentleman and a scholar," is often applied to a person as a high compliment. Of no one ought this to be said more truthfully than of him who assumes the responsibilities of the teacher's vocation. Older or younger, in the district school or the college, the "instructor of youth" should possess those qualifications which entitle him to be regarded as a *gentleman and a scholar.*

The ordinary means of training employed in fitting young teachers for their profession have principal reference to their becoming *scholarly* teachers. To acquire a correct knowledge of the branches to be taught in their schools, to learn the best method of communicating that knowledge, and the art of governing well, are regarded as the objects of chief concern by those who are about to enter the school-room as teachers. There is no danger of over-estimating the importance of this class of qualifications. But there are others of scarcely less value to the young teacher. Chief among these qualifications, I will call them secondary, is whatever contributes to make the teacher a gentleman.

Our lady readers, claiming of course an "equal right" to be considered in this discussion, will please reckon themselves included in the number addressed.

No apology is needed, I trust, for presuming that such a discussion as this is not uncalled for. The fact that good manners is not one of the statute qualifications, and that committee-men do not often examine teachers in this respect, is only a stronger reason why it should receive attention somewhere. What the law neglects to require, for this very reason, demands the more earnest attention.

A coarse and clownish young man may teach our children arithmetic and geography; but if he must, at the same time, leave the impress of his coarseness and want of culture upon their susceptible minds and forming characters, we may well feel that the balance, in the loss and gain account, is against the children.

If to many children home itself is not a school of good manners, then is there even more need of their finding an example worthy of imitation in the person of the teacher.

Allow me, then, to say more definitely, that the teacher should be a gentleman in his language, in his manners, and in his feelings; in the school-room, in the families of the neighborhood, and everywhere.

First, in his language. The definition makes English Grammar the art of speaking and writing the English language with propriety. There are some teachers who pride themselves on their grammatical skill who, if judged by the *propriety* of their own language, would be found but pitiable grammarians.

I have known scores of young men to go into the school-room as teachers who could not stand before their classes a half hour without most uncivil treatment of their own *mother tongue*. But mere grammatical blunders are the smallest improprieties of language, as considered from our present stand-point. There are coarse expressions, unseemly vulgarisms, which escape the criticism of ordinary grammar, but which are wholly unpardonable in the language of the teacher. They may be, to be sure, the language of common life, and have come to the teacher along with other defects of early education. Hence, the greater necessity to be ever on the alert, lest they escape his lips in unguarded moments.

I remember some of these peculiar, semi-vulgar expressions, as uttered by some teachers of my boyhood. But, instead of quoting them, I will leave the reader to recall his own illustrations from a like experience. Let me here make a distinction between vulgarisms and mere colloquial expressions. There are certain conversational forms in every language, not used with propriety in written discourse, but allowed in speaking. Some of the common contractions, as *don't* and *can't*, are in point. I would not introduce the stateliness of the pulpit and platform into conversational discourse, nor fashion the speech of the parlor and school-room upon classical models.

Let us use with freedom our good Saxon tongue, with all its pliancy and power, with its peculiar structures and idiomatic forms. But let us use them as not abusing them; carefully discriminating between the legitimate and the vulgar.

There is a still grosser departure from propriety of speech sometimes noticed in those who assume the office of teacher; language which ought not once to be named as becoming the instructor of the young.

I have known teachers to be grossly obscene and shamefully profane; coming to their duties with certificates of good character in their pockets, and words of ribaldry or profanity on their tongues, ready to escape on the slightest provocation; if not in the school-room, at least in places of low gathering—the store, the street, the loafers' corner—in the neighborhood of their daily labors.

There is another fault of language into which the teacher is prone to fall. There is a danger that his position, his official superiority to those under his charge, may beget in him a habit of addressing them, and others, perhaps, by a natural transition, in a manner not merely expressive of just authority, but often transgressing the bounds of politeness. The teacher has no more liberty than any other gentleman to be harsh and abrupt in his style of address, or severe and sharp in his replies. The well-behaved child, however young or dull, has a claim upon the teacher for mild, courteous and gentlemanly language, in all the intercourse of the school-room, as well as at the fireside and on the street.

The language of proper authority the teacher may use in the school-room, of course; but let him remember that when he has passed into the *society* of town or village, and left the school-room behind, he is among his peers. Like the shipmaster on shore, he must remember that he has left the quarter-deck, and avoid the language and bearing of the commander.

So much, at least, in the matter of language is required of the teacher who aims to be courteous.

EDWARD P. WESTON, in "Maine Normal."

THE WONDERS OF SCIENCE AND KNOWLEDGE.

BY THE REV. E. SHEPARD.

THE sweet Palmist of Israel, in his admiration of the works of God, in the strains of exalted and inspired eloquence, says that the heavens declare the glory of God, and the firmament showeth His handiwork; and in later days, the Apostle of kindred mind expresses the same truth; the invisible things of Him from the creation of the world are clearly seen, being understood by the things that are made, even His eternal power and Godhead; while those who have honored God, in all ages, have taken an inexpressible delight in the contemplation and admirrtion of His works. The glory of Jehovah is His character. The manifestation of His attributes is the manifestation of His glory.

The raging tempest, the stormy sea, the rolling thunder, display His power; the structure of every animal, the mechanism of every flower, and the arrangement of every particle of matter, set forth His profound and unerring wisdom; while the infinite blessings that cluster around ev ry sentient creature, for the supply of its wants or the promotion of its enjoyment, exhibit His divine and enduring goodness.

WONDERS OF GOD'S UNIVERSE.

God's eternal attributes are seen blazing in the sun, flashing in the lightning, and shining in ten thousand *stars*.

> "Above, below, where'er I gaze,
> Thy guiding finger, Lord, I view;
> Traced in the midnight planet's blaze,
> Or glistening in the morning dew.
> Whate'er is beautiful or fair,
> Is but thine own reflection there."

Everything that is made is an exponent of Christ's eternal attributes, whether a man or an insect; a world or an atom; whether light or darkness, things heavenly or things earthly, present or to come, angels, principalities, or powers, all things were created by Him, and for Him, who is the brightness of His father's glory, and the express image of his person.

The universe presents us with a multiplicity of suns and plan-

ets, of which our solar system is but a very small part; and yet, how magnificent is its shining center and revolving orbs!

Our globe, with its continents and oceans, lakes and rivers, mountains and valleys, suspended in ether, is an object of wonder and admiration; its companions of travel, Jupiter, Saturn, Uranus and Neptune, are greater still; and then the sun, that glorious center of attraction and source of illumination, more stupendous still, forever pouring forth its streams of effulgent light and glowing heat, without the slightest diminution of the fountain of supply; which, again, is but the proximate prototype of ten thousand times ten thousand other suns, which are circumvolved by millions of far-off worlds, extending through circuits, which though immeasurable, are unalterably fixed and arranged with mathematical exactness, by Him who has done all things well.

By astronomy we are taught that our sun is 866,952 miles in diameter, and Jupiter 87,000, and that their mutual attraction is exercised through the intervening space of 485,000,000 of miles.

WONDERS OF CHEMISTRY.

Analogous to the system of the Universe, is the system of atoms. The one on the scale of infinite greatness and grandeur; the other on the scale of infinite smallness and perfection. In the one we have weighty orbs moving in order through space immeasurably vast! In the other we have molecules inconceivably small, acting in spaces incalculably minute! But in both systems, a perfect order of arrangement; a mutual and regulating attraction.

By chemistry it is shown that an atom must be less than one-millionth of a line in diameter, or that it would require 72,000,000 atoms to be placed side by side to make one linear inch; while Newton's experiments would show that molecular attraction cannot be exerted at a greater distance than one-millionth part of an inch.

But in the one, as in the other, we have the essential correlation of forces, of the maintenance of harmony and equilibrium, among innumerable orbs or innumerable atoms; in the one case we call it gravity, in the other, cohesion, or chemical attraction, influenced by light, heat, and electricity.

The grains of sand are innumerable! how much more the ultimate elements of matter! There are probably more than 100,000,000 atoms in a drop of water! How many in a pint! How many in Lake Erie! How many in the Pacific Ocean! How many in all the waters that spring and flow and heave upon the face of our globe! And then, again, the ultimate elements of pure water are only two—oxgen and hydrogen, which two elements retain eternally their identity and properties, for they are unchangeable. It would be as easy to transform Jupiter into Venus, as to change an atom of oxygen into one of hydrogen: it

would be as practicable for an ox to fly, or a fish to walk, as for hydrogen to support combustion or oxygen to burn. These molecular particles are also indestructible. They often wander, but are never lost. In many relations, but essential in all—composing a necessary part of things, very different at different times and yet never destroyed. For if these ultimate atoms had been counted one thousand years ago, and counted to-night, their number would be found the same.

The same particle of oxygen may at one time glitter in the tiny dew drop, at another refract the crimson of the rainbow; at one period in the nectar of a flower, at another, a part of the flower itself. Many centuries ago an atom of oxygen that composed a compound part of food eaten by beautiful Eve, might have been found in a draught of water which quenched the thirst of faithful Abraham, when journeying to Mount Moriah, and be afterward an ingredient of the wine drunk by David, when seated upon the throne of Israel. A molecular mite of this element may variously have entered into the composition of the body of a beast, a bird, or fish—and one of the very same molecules of this gas, which was inhaled by the weak lungs of William Prince of Orange, a hundred and fifty years ago, may be floating in this Town Hall to-night, and fifty years hence be inhaled by the reigning grandson of our present beloved Sovereign, when he shall sit as King over an extensive empire.

But I will conclude. My object has been to show that the atomic field of wonders is marked with the impress of God's footsteps. Every design, whether large or small, plain or complicated, proves the existence of the designer. When that design shows a benevolent object, we must conclude that the designer is good. When it exhibits a skillful construction and arrangement, we are satisfied that the workman is wise. If it require the exercise of great power to overcome counteracting obstacles, we decide that the actor is powerful. We conclude with the words of Cowper:—

> "How sweet to muse upon his skill displayed,
> Infinite skill in all that he has made;
> To trace in Nature's most *minute* design,
> The signature and stamp of power divine.
> Contrivance exquisite, expressed with ease,
> Where unassisted sight no beauty sees;
> Tho' invisible in things scarce seen revealed,
> To whom an atom is an ample field."

In the graduating class of Yale College for 1868, 106 in number, 70 smoke, 15 chew tobacco, 70 play billiards, and 96 play cards. Eighteen are going to study theology, which includes eight of the card-players. If the 70 young men could see the heap of tobacco they are to chew or smoke during the threescore years they may live, they would give up in despair.

OBJECT-TEACHING.

[The following extract from an article in *The Sunday School Teacher*, though somewhat theological in the tone of the illustrations used, is by no means too "heavy" to overbalance the good sense and practical bearing of the views expressed.]

"'Object-teaching' is a new name for an old practice. It is simply a method of illustration, which addresses itself to the eye, as well as to the ear.

"The practice of teaching by illustration is universal. There is no such thing as good teaching without it. A well chosen illustration often makes an obscure truth plain, and it always impresses more deeply upon the understanding and memory a truth which is already familiar.

"All fables, allegories, and apologues, are illustrative in their nature. Of uninspired illustrations of truth, the Pilgrim's Progress, by John Bunyan, is one of the best. I need not remind you that the very best instance of this method of imparting instruction is found in the matchless parables of our Lord, recorded in the Gospels. The use of illustration in preaching is common. Some ministers are famous for their power in this way.

"Now, object-teaching differs from ordinary illustrative teaching only in one particular. It is *visible* illustration. In object-teaching we summon the eye to the aid of the imagination. Instead of alluding to an object not present, we bring the object itself, from which the illustration is drawn, into the school-room, and exhibit it to our pupils. The introduction of the object is an event, and therefore more easily remembered than a remark. By showing it, the teacher arrests and fixes the child's attention, and gives point and definiteness to the child's thought. Instead of requiring him to perform two mental operations, (Namely: First, to form within his mind an image of the absent object, and then, to perceive the resemblance between that and the truth illustrated by it,) we aid his feeble powers by making one mental operation upon his part sufficient. All that we ask of him is to see and remember the point of the illustration.

"In this sense, I say again, object-teaching is nothing new. It is as old as the Pentateuch; as old as creation. We often hear the phrase "word-picture." An object-lesson is a *picture in action*. Every symbol and type in the Old Testament, is an object-lesson. The sacrifices of the Old Testament dispensation were object-lessons; and the first sacrifice, you remember, was offered in the garden of Eden. The offering under the Mosaic law—the burnt offering, which was a symbol of self-consecration to God; the meat-offering, (unbloody,) and the peace-offering, (bloody,) which were the expression of devout gratitude; the sin and trespass-offerings, which were expiatory in their nature—all pointed forward to the sacrifice of the Messiah, the lamb slain from the foundation of the world, the lamb of God which taketh

away the sins of the world. The Passover was an object-lesson. The Sabbath was an object-lesson, reminding the Jews, by its weekly return, of the fundamental doctrine of their religion; that the world is not eternal but had a Creator, whom they and we are alike bound to worship. The rainbow was an object-lesson God's object-lesson in the sky. I never see it, without thinking of his promise that the world shall never again be destroyed by a flood. The sacraments of the New Testament are object-lessons—the one, setting forth, as it does, the work of Christ, and its effect upon believers; the other symbolizing the work of the Holy Spirit. We have divine authority for object-teaching. It is one of God's own methods of instruction, as we shall see even more clearly, if we open the prophecies.

"When Ezekiel desired to impress upon the captive Jews in Mesopotamia the fact of the approaching destruction of Jerusalem, acting under the influence of divine inspiration, he took a clay tile and drew upon it a picture of the doomed city, then laid siege to it, built a fort against it, arrayed against it a camp and a mound and battering rams: and to show the miserable condition to which the besieged inhabitants should be reduced, he himself lived for more than a year upon a daily allowance of bread and water. To indicate their ultimate fate, he cut off all his hair and beard, divided it by weight into three equal parts, and burned one part, another part he chopped into pieces with a razor, and the remainder he scattered in the wind. The part which was burned represented those who should be consumed by pestilence and famine; that which was chopped with a knife represented those who should fall by the sword; and that which was scattered in the wind those who should be dispersed through all lands. The whole constituted an inspired object-lesson. You may read a full account of it in the fourth and fifth chapters of Ezekiel. You will find the account of another symbolic action by the same prophet, in the twelfth chapter, and of still another, by the prophet Jeremiah, in the thirteenth chapter of Jeremiah. Many of the parables of Christ were object-lessons, that of the sower, who went forth to sow, for instance. Christ taught the disciples an object-lesson when he called for a penny, (Luke xx: 24,) and made the image of Cæsar, stamped upon it, the text of a discourse upon the duty of loyalty to lawful authority, human and divine.

"Here, upon this table, before me,* is a basin filled with water, and a large carriage lying beside it. (Taking up the sponge.) This reminds me of a saying which I have somewhere read, that covetous men are like sponges. (Here the speaker dipped the sponge in the basin.) They drink up water greedily (the sponge saturated with water, and dripping profusely, was

*This article was first given in the form of an address before an Institute, and hence the form of this and some other paragraphs.

now held up before the audience,) but return very little (suiting the action to the word) until they are *squeezed*. This is an object-lesson. You will never forget that saying. You cannot. But, might you not have forgotten it, had you simply heard it? You may judge from the effect of the sight of the water and the sponge upon yourselves, what the effect of good object-teaching is upon children.

"You see this piece of blotting-paper. It is, you observe, of a dull red color. What is the secret of that color? There is a lesson for us in it. When rags are manufactured into paper, they are ordinarily bleached before being reduced to a pulp. But this red blotting-paper, it is said, is made of rags which cannot be bleached: rags dyed with what is known as Turkey red, and this dye is the very same which in Scripture is called scarlet, in the precious promise 'Though your sins be as scarlet, they shall be white as snow.' Can you ever, henceforth, see a piece of blotting-paper, without thinking of that promise, and repeating to yourself the Saviour's word: 'The things which are impossible with men are possible with God.'"

OBJECT-LESSONS FOR SMALL CHILDREN.

PENKNIFE. SIXTH GRADE.

Is a penknife natural or artificial? Artificial.

Why? Because it was made by man.

Is it a solid or liquid substance? Solid.

What are the parts of a knife? Blade, handle, rivets, hinge, point, notch, scales.

What is the blade made of? Steel.

Why is it not made of lead? A leaden blade would bend and become useless, as lead is non-elastic.

Why not of tortoise shell? Tortoise shell is too brittle for that purpose.

Why not of wood? A wooden blade would not take an edge sufficiently fine and sharp; also, it is not hard or tenacious enough.

Of what is the handle of this knife made? Tortoise shell.

Is tortoise shell an animal or vegetable substance? Animal.

Why are the handles of knives made smooth? That the touch may be pleasant to the hand, and that they may be easily cleaned.

Why is the blade blunt at the back? To allow the pressure of the hand in cutting; also, to strengthen the blade.

What part of the knife is called the hinge? The part upon which the blade turns.

What are the rivets? The small pieces of brass which fasten the parts together.

What are the scales? The pieces of shell on the outside of the handle.

What is the notch? The small grove in the blade.

What is its use? To raise the blade.

What qualities may be observed by the sense of sight? It is opaque. The tortoise shell is of several colors. The blade and rivets have a lustre. The blade is pointed.

What qualities may be observed by the sense of feeling? The blade is sharp.

What did persons use before knives were invented? They used rude instruments made of stone.

Parts—Blade, handle, hinge, rivets, point, notch, scales.

Qualities—Opaque, solid, hard, smooth, sharp, pointed, artificial, bright, of several colors.

Uses—Principally for cutting.

TABLE.—NINTH AND TENTH GRADES.

Is a table natural or artificial. Artificial.

Why? Because it was made by man.

Of what are tables made? Wood.

To which of the three kingdoms does wood belong? To the vegetable kingdom.

What is the shape of the table? Rectangular.

On looking at a table what qualities may be observed? It is solid; opaque.

By feeling it what do we notice? It is hard, smooth.

On looking at the wood what do we see? Small holes or pores.

What, then, do we say of wood? It is porous.

If heat be applied, what will occur? It will burn.

What quality does it then possess? Combustibility.

Why are tables varnished? To improve their appearance; also to protect the wood?

What are the parts of a table? Outside, inside, body, top, bottom, legs, drawer, hinge, lock.

What is the use of the table? To serve as a resting place for articles.

Parts—Outside, inside, body, top, bottom, legs, drawer, lock.

Qualities—Artificial, hard, solid, opaque, combustible, porous, smooth.

Uses—To rest things upon.

We see it stated, that while Chicago has accomodations in her public schools for sixteen thousand scholars, and in her private schools for twelve thousand, the census of 1860 shows that she has a school population of fifty-three thousand one hundred. From these figures we learn, that twenty-five thousand, or nearly one half of her children, are not provided with means for obtaining an education.

Miscellanea.

"With" and "Of."—These prepositions are frequently used in a wrong sense. Thus, in the sentence, "We are perishing with hunger" or "of hunger," both are right, but "of" is more in conformity with modern notions of propriety. The poetical ancients talked of men "killed *by* the sword." This is personifying the sword. Less poetically we say "killed *with* the sword." Here the sword is an instrument in the hand of the killed. But *of* seems to get rid of personality, and suggests the modern chemical idea of natural cause. We say killed *by* a man *with* a dagger, for the active verb implies an agent. But when the neuter verb, die or perish, is used, *of* seems preferable, though the Scriptures say perish *with* hunger, and kill *with* hunger, and die *for* hunger, but never *of* hunger. We could say "he died *with* regret," but that would not mean "*of* regret." He might die "*with* love in his heart to all his kindred," but not "*of* love in his heart to all his kindred." But use an active verb and then you must say he was killed *by* or *with*, not killed *of*. He was killed *with* kindness, not *of* kindness; he died *of* a broken heart and *of* grief. This, however, is not a general rule. We say he wasted away *with* grief, not *of* grief.

An Ohio school-girl went through her calisthenic exercises at home for the amusement of the children. A youthful visitor, with interest and pity on his countenance, asked her brother "if that gal had fits?" "No," replied the lad contemptuously, "that's gymnastics." "O, 'tis, hey?" said the verdant, "how long has she had 'em?"

The use of the Irish language is dying out in Ireland, and it is estimated that twenty years hence what is almost the oldest tongue in Northwestern Europe will cease to be used. The beauties of Celtic literature can never, however, be preserved in any other language.

In a class of little girls in one of the schools of Boston, the question was asked, "What is a fort?" "A place to put men in," was the ready answer. "What is a fortress, then?" asked the teacher. This seemed a puzzler, until one little girl of eight summers answered, "A place to put the women."

The Immortal Mind.—Daniel Webster penned the following beautiful sentiment: "If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon our immortal minds—if we imbue them with principles, with the just fear of God and love of our fellow men—we engrave on those tablets something which will brighten for all eternity."

Department of Public Instruction.

OFFICIAL JOURNEYINGS.

SACRAMENTO COUNTY.

The State Superintendent reached Sacramento on the second day of the Institute, and found it in successful operation, Superintendent Trafton presiding. The programme of exercises was judiciously gotten up, and creditably carried out. Special prominence was given to the subject of Arithmetic, mental and written. A class exercise in *Intellectual Arithmetic*, conducted by Mrs. Southworth, was notable on account of the proficiency displayed, and cannot fail to give a forward impulse to this important and valuable branch of study. Mr. Howe, of the Sacramento High School, exhibited classes in Arithmetic and Calisthenics, in which his pupils gave proof that they had received good drilling from a good teacher.

The discussion on *School Discipline* was earnest and spirited—and in the judgment of the State Superintendent, sensible. Addresses were delivered by Rev. T. H. B. Anderson, I. N. Slater, Esq., and the State Superintendent. Several very good Essays were read by members.

BUTTE, PLUMAS AND SUTTER COUNTIES.

My visit to the Joint Institute for Butte, Plumas and Sutter counties, though brief and attended with difficulties, was nevertheless pleasant. The Institute was held in the large and excellent public school-house at Oroville, Superintendent Warren presiding. A part of the exercises for one afternoon was all that I witnessed. Several of the teachers who took part in those exercises, were in intelligence, earnestness and cultivation, the peers of any I have seen in the State. The State Superintendent's address was heard by a respectable audience, who seemed to be indulgent to a stranger suffering from chill and fever. My brief social contact with the teachers at this Institute, impressed me very favorably, and excited a desire to see them again and know them better. I hope the Secretary will furnish the proceedings for the Teacher, and therefore I bring this unsatisfactory notice to a close.

SAN JOAQUIN COUNTY.

Though the great earthquake shook Stockton violently on the first day of the session of the San Joaquin County Institute, its exercises were very pleasant and satisfactory to every friend of education who had the privilege of being present. Superintendent Cottle's opening Address was good. The class exercises in the various studies pursued in our schools were, on the whole, well conducted; though in some instances a little too much stress was laid on mere technicalities, to the exclusion of a proper discussion of principles and methods. The *tone* of the teachers of San Joaquin county is high; they are earnest, well informed and progressive—educators in fact, as well as in name. The State Superintendent was very kindly received, and his services, such as they were, were fully appreciated. An abstract of the proceedings will be thankfully received in this office, Mr. Secretary.

EL DORADO COUNTY.

The El Dorado County Institute was held at Placerville, beginning October 26th. The State Superintendent was able to attend only one day of the session; but so cordial was the greeting he received, and so deep and lively was the enthusiasm manifested by the teachers present, that he congratulates himself that he was enabled to make even this brief visit.

The address of Superintendent Hill was spoken of very favorably. If his official efficiency is equal to his urbanity and social qualities, happy is El Dorado county in having such a Superintendent.

At the conclusion of the State Superintendent's address on Thursday evening, a practical and lively discussion took place on the subject of building a new public school-house in the city of Placerville, in which several prominent citizens participated. The result will be favorable to the educational interests of that city. Having the promise from the Secretary that the proceedings will be furnished to the TEACHER, the temptation to speak further of this pleasant occasion is resisted.

THEOLOGICAL SEMINARIES.

FROM the proceedings of the Annual Meetings of the leading churches represented on this coast, we learn that we are soon to have several Theological Seminaries.

The Protestant Episcopal Church has a Seminary in successful operation in Benicia.

The Methodist Episcopal Church, at the last General Conference, determined to establish a Seminary in California, and the late Dr. Dempster left funds to commence the important enterprise.

The two great divisions of the Presbyterian Church have agreed to unite in the support and endowment of a Theological Department, in connection with the University College, located in this city.

The Congregationalists have determined to commence a Seminary on the 1st of January next. Rev. I. E. Dwinelle, D.D., has been elected President. The school will probably be located in Oakland.

If the Baptist Church has taken action upon this subject, it has escaped our notice. From their liberal support of such institutions in other States they will not long be behind other denominations on the Pacific coast.

May these various seminaries be well endowed and generously supported, and be instrumental in supplying this coast, and the isles of the ocean, with an educated, zealous, and holy ministry.

NORMAL SCHOOL.—The next session of this school will commence on Monday, the 4th of January. *No new classes will be formed.* Candidates for admission will be examined upon the *first session's* studies of the class they wish to join. See "Course of Study" in the Card of the "State Normal School," on another page.

CIRCUMSTANCES delayed the publication of the TEACHER last month. We hope to control circumstances hereafter.

PRINCELY LIBERALITY—EXAMPLES FOR CALIFORNIANS.

Daniel Drew, of the City of New York, has lately given $500,000 to the Methodist Church, for the purchase and endowment of a Theological Seminary.

M. Vassar, of Poughkeepsie, New York, gave about the same amount to "Vassar Female College," now the best endowed College for the instruction of ladies in the world.

E. Cornell, of the same State, has given nearly one million dollars to "Cornell University," thus making it, at once, in the number and elegance of its buildings, in the value of its apparatus and library, in the numerical and intellectual strength of its faculty, and in the extent of its endowment, the peer of the oldest colleges in America.

Who, in California, will follow these noble examples, and by their gifts make our own University the pride of the Pacific coast? May our State become as distinguished for the liberality of its men of wealth as it is for the richness of its mines, the fertility of its soil, and the energy of its citizens.

CALIFORNIA SCHOOL LAW.

The *Kansas Educational Journal* quotes from our School Law the section prescribing the duties of "Teachers," and commends the same to the earnest consideration of the teachers of that State.

In commenting upon that portion of the Law which says, "Children under eight years of age shall not be kept in school more than eight hours per day," the *Journal* uses the following language:

"We would commend this law to the careful consideration of school officers. It is a fact, and we shall do well to fully recognize it, that the rigid discipline of our primary and intermediate schools is destroying the stamina and life of thousands of American children. Lower the standard of discipline we cannot; but no valid objection can be urged against shortening the daily session. The whole idea of sitting still and studying is an unnatural one for children. They must have abundant, frequent exercise, or suffer physically. Four hours per day is as much time as children can profitably spend in study. The other two are but an agony of restlessness and weariness. Far more profitably could teachers and pupils spend them in active sports, or in journeying through woods and fields, studying nature. 'Object Lessons,' delivered from a stump, to a group of active, delighted excursionists, are as different from the same article wasted upon a drowsy, dreary, heated, crowded school room, as Life is from Death. Friends, let us think of this, and try the experiment."

The Earthquake.—The former pupils of the Normal School will learn, with feelings of sorrow, that the "Manikin" so well known, and so highly appreciated by them, was seriously, if not fatally, injured by the earthquake of the 21st ult. It was thrown from its iron pedestal with such force, that the neck was dislocated, and one leg was badly fractured. To set the limb and to restore the broken neck, require such superior surgical skill, that it may become necessary to send the subject to Paris. San Francisco surgery would be baffled by a case demanding such peculiar treatment.

A GENTLE HINT.

At the late meeting of the Alameda County Teachers' Institute, the following resolution was presented by Mr. J. W. Lannon:

Resolved, That the time allowed teachers to attend this Institute, should be entirely devoted to that purpose, and that the School Law either in letter or spirit does not authorize full pay for the week to those teachers who intentionally absent themselves from the regular sessions.

The evil referred to in the resolution is not confined to Alameda county. In every county there are teachers who take no interest in the exercises of the Institute. They are the first to complain and find fault with the proceedings, pronouncing the speeches "dull," and the debates "commonplace;" yet they never do anything to give value or dignity to the meeting.

Men who teach merely as an occupation and not as a vocation, cannot be expected to be interested in proceedings that have for their object the elevation of our profession. They are not in their element in a meeting of professional teachers. By their impatience, restlessness and inattention, they show that they are as much out of place as a fish is when out of water. The Institutes lose nothing by the absence of such members, and the profession will lose nothing when they find some occupation better suited to their tastes.

The resolution is true. As the "Law" never contemplated the employment of such persons, it could not of course make provision for paying them for *doing nothing*.

Female Education.—The reader's attention is called to an article on this interesting subject. The world-wide reputation of the "British Association" gives importance to any subject favorably noticed by it.

It is understood that the "Regents" of our University will not ignore the claims of the daughters of California, but will provide for them a liberal course of instruction. There is a difference of opinion in reference to the proper method of accomplishing this object. Some believe that the two sexes should be educated in the same classes, while others are decidedly opposed to this union of the sexes, declaring that the evils of the system are not compensated by its advantages. This is a question of paramount importance, *at this time*. The columns of the Teacher are open for its discussion. Let us hear from those who favor, and those who oppose the co-education of the sexes.

Committee on Text-Books.—At the State Teachers' Institute, Messrs. Leonard, Carlton, Myrick, Stone, and Braly, were appointed a Committee on Text-Books, with instructions to present a report at the beginning of the next Institute. From the ability and long experience of the gentlemen composing this committee, as well as from the great importance of the subject, we may expect judicious recommendations. In the excitement and hurry connected with our Institutes there is not sufficient time for that careful examination necessary to determine whether a book now in use should be displaced by another *professing* to have superior merit. Let all persons who think our text-books should give place to others, send their recommendations, with their reasons for the proposed change, to this committee. Also, let publishers send copies of the works they desire to introduce into our schools to the same committee. We will be glad to hear from the committee through the Teacher.

ALAMEDA COUNTY TEACHERS' INSTITUTE.

The Alameda County Teachers' Institute convened in the Lafayette Grammar School-room, in Oakland, on Tuesday, October 13, at 11 o'clock, A.M. Superintendent A. L. Fuller, presiding, called to order. D. C. Pearson was elected Secretary. Opened with singing and prayer.

The following committees were appointed, viz.: On Programme, on Music on Resolutions, and on Introduction. Critics were appointed for each day's exercises. The roll call showed twenty-four teachers present. The forenoon was occupied in miscellaneous business. Each session was opened with prayer or singing, or both, and the exercises interspersed with singing.

Tuesday, 2 o'clock, P.M.

Superintendent Fuller called to order. Singing. Roll-call. Thirty teachers answered to their names. Reading minutes of morning session. Essay by E. Howe, on *School Government*. Discussed by Messrs. M. S. Taylor, M. Fadden, Lannon, Coe, and McChesney. Music by Choir. Interesting address by Hon. C. C. Coffin, of Boston, reviewing his tour in Europe and Asia, contrasting our school systems with many in those eastern nations. The contrast is favorable to us. We have nothing to learn from them. India, China and Japan are farther advanced in civilization than is generally supposed. Superstition is fast disappearing before light from America. The United States, today, is the great educator of nations. Profiting by our example, those eastern nations are rapidly rising in agriculture, commerce, manufactures, and literature. A vote of thanks was tendered to Mr. Coffin.

Second Day. Wednesday, 10 o'clock, A.M.

Superintendent Fuller presiding. Singing. Prayer. The roll-call showed thirty-two teachers present. Minutes of Tuesday P.M., read. Critics' report of yesterday. *School Government*, *Discipline*, *Corporal Punishment*, *The Self-Reporting System*, *Marking Credits and Demerits*, discussed by Messrs. Pelton, Howe, McChesney, Coe, McFadden, Taylor, Clarke, Walker, Penwell, Yule, Lannon and Pearson, occupied the entire session.

Wednesday, 2 o'clock P.M.

Superintendent] Fuller in the chair. Singing. Thirty-five teachers answered the roll-call. Minutes of A.M. session read. D. C. Pearson introduced *Grammar*, treating the subject at length—presenting his methods of teaching it—after which it was discussed by Messrs. Pelton, McChesney, Pearson, Howe, and Coe. Remarks by Rev. L. Hamilton.

Third Day. Thursday, 10 o'clock A.M.

Superintendent Fuller called to order. Singing. Prayer. Roll-call showed twenty-eight teachers present. Minutes of yesterday's P.M. session read. Critics' report. D. C. Pearson offered the following, which was adopted unanimously:

Resolved, That we fully and heartily endorse the efforts made by Superintendent Fuller, and approve his plans for elevating the standard of scholarship and deportment in our schools.

J. B. McChesney introduced *Geography*, as follows: 1st. How much in geography shall be taught? 2d. How it shall be taught? 3d. There is too much attempted to be taught. Discussed by Messrs. Walker, Pelton, McFadden, Howe, Penwell, McChesney, Hurlburt, and Miss Annie Lewis, Miss H. M. Fairchild, Miss Lizzie B. Croswell, and Miss Mary Lichthanthaler. The discussion by lady teachers was an interesting feature of the exercises.

THURSDAY, 2 o'clock P.M.

Called to order by Superintendent Fuller. Singing. Thirty-two teachers answered to their names. Minutes of A.M. session read. The subject for the P.M. being *Grading Mixed Schools*, Mr. C. Howe opened it, when a very animated and spirited discussion ensued by Messrs. Howe, Lannon, Penwell, Hurlburt, Coe, McFadden, McChesney, Pelton, and Superintendent Fuller. The question seemed to be, "How far our County Schools can be graded?" At its conclusion, on motion of J. C. Pelton, our Superintendent was authorized to adopt as the standard for this county, in grading the schools, the First and Advanced Grades, as laid down by the State Board of Education, for our First Grade; the Second and Third Grades for our Second Grade; and the Fourth, Fifth and Sixth Grades for our Third Grade.

Select music by Misses Brown and Kimball. Mr. J. B. McChesney introduced the subject of spelling, followed by D. C. Pearson, illustrating their methods of teaching the same. A discussion followed by Mr. C. E. Rich, Mr. C. Howe, Mr. McFadden and Mrs. Phillips and Taylor. Mr. McChesney introduced *Reading*, followed by Mr. J. C. Pelton.

THURSDAY, 7½ o'clock P.M.

A very interesting, instructive, and amusing Lecture by Professor Knowlton, of San Francisco, with some choice select readings, by the same gentleman. Subject of Lecture, *School Discipline*.

FOURTH DAY. FRIDAY, 10 o'clock A.M.

Superintendent Fuller in the chair. Singing. Prayer. Twenty-six teachers answered to the roll-call. Minutes of last session read. Critic's report for Thursday. By invitation, Mr. J. C. Pelton lectured upon *Serial Text-Books in Geography*. 1st. The impropriety of many text-books. 2d. A multiplicity of text-books leads to confusion, and begets superficiality. 3d. A few good text-books in the hands of the right kind of teachers, will insure greater success. 4th. Recommending individual instruction by the teacher, and individual efforts by pupils. 5th. There is a great waste of time and much unnecessary expense incurred, as things now exist. 6th. Habits of waste, extravagance and carelessness, are acquired by children. 7th. A wiser course pursued in some European schools, shows better results. Messrs. Walker and Hurlburt followed, with some remarks on same subject.

Mr. E. G. Coe treated *Arithmetic*. 1st. When shall pupils begin this study? 2d. How, and where shall they begin. 3d. How to teach the use of numbers. 4th. The value of object-lessons in teaching the elements. 5th. The time occupied in this branch. Discussed by Messrs. Yule, Penwell, Pelton, Walker, Fuller, and Rowell. Superintendent Fuller illustrated methods of acquiring rapidity in mental operations.

FRIDAY, 2 o'clock P.M.

Superintendent Fuller presiding. Singing. Thirty-six teachers present. Mr. J. B. McChesney illustrated his methods of teaching *Penmanship*. D. C. Pearson also illustrated his methods. The subject was further discussed by Messrs. Pelton, Coe, Yule, and Howe.

Rev. L. Walker, Chairman of the Committee on Resolutions, presented a series of resolutions, which were adopted. They appear at the termination of the proceedings.

The subject of *Cosmopolitan Schools and Text Books* elicited quite an animated discussion.

The following resolution, introduced by Mr. J. C. Pelton, passed unanimously:

Resolved, That the thanks of this Institute are due, and are tendered to D. C. Pearson for the very faithful and efficient manner in which he has discharged his duties.

By D. C. Pearson:

Resolved, That our thanks are tendered to the *Oakland News* and the *Oakland Transcript* for publishing our daily proceedings.

By J. M. McChesney:

Resolved, That the CALIFORNIA TEACHER, *Oakland News*, *Oakland Transcript*, *Alameda County Gazette*, and *Alameda Democrat*, be requested to publish the resolutions of this Institute.

By J. M. McChesney:

Resolved, That our County Superintendent send a copy of these resolutions to each District Clerk in the county.

A vote of thanks was tendered to Superintendent Fuller, also to the Music Committee. Critics' report for the day was read. The CALIFORNIA TEACHER was requested to publish an abstract of our proceedings.

After much pleasant interchange of views by the teachers and remarks by Superintendent Fuller, the Institute sang appropriate pieces, closing with chanting the Lord's Prayer and a benediction.

At its close all felt satisfied that it had been a perfect success.

RESOLUTIONS.

Following are the resolutions adopted at the close of the session:

Resolved, That we have derived great profit as well as pleasure from this County Teachers' Institute, and that we deem that provision in the General School Law requiring such institutes to be held, one of the wisest. And it is further

Resolved, That it is the sense of this Institute that the time allowed teachers to attend it should be entirely devoted to that purpose; and that the school law, either in letter or spirit, does not authorize full pay for the week to those teachers who absent themselves without a satisfactory excuse from the regular sessions.

Resolved, That we fully and heartily endorse the efforts being made by our County Superintendent, and approve the plans he has devised for elevating the standard of scholarship and deportment in the schools of our county.

Resolved, That the Institute recognizes the value and importance of the cosmopolitan system of instruction in our common schools, and hope the time is not far distant when it can be generally adopted throughout the county.

Resolved, That we regard the great multiplication of text-books at the present day as an evil to be deprecated; entailing, as it does, a very considerable and unnecessary expense upon parents who can ill afford it, and tending directly to superficiality in pupils and teachers. Perhaps in nothing is this

evil seen more than in the dependence of teachers upon the text-books, instead of relying upon their own resources—making books a *substitute* for teaching, instead of *aids*.

Resolved, That some instruction in music should be considered an essential part of every child's education, and that a love for it should be cultivated as a source of individual happiness and social enjoyment, and as a means of saving our boys and girls from those grosser pleasures which lead to vice and crime; and that, consequently, it should be taught in every common school in our county. And we do respectfully, but most earnestly recommend that Boards of Education and Trustees of Schools should employ special instructors of vocal music for every school under their care, and that a melodeon, or piano, should be placed in every school room.

Resolved, That the cultivation of a love of the beautiful is hardly less important than a cultivation of a love of music, in order to form a symmetrical character; and we, therefore, especially urge upon all those having in charge the erecting of school edifices, that the greatest care be had in selecting a beautiful site for their school building, the architectural plan, and the interior adornment of the class-rooms, so that our children may not only be intellectually furnished, but grow up with a love for that beauty with which God, the great Master Architect, adorns His designs and creations.

Resolved, That corporal punishment should not be banished from the school-room; but that, in our opinion, he or she is the best teacher who can successfully govern, and yet to the greatest extent dispense with the rod.

Resolved, That the thanks of the members of this Institute are due, and are hereby tendered, to our County Superintendent, Mr. A. L. Fuller, for the pleasant and able manner in which he has presided over our deliberations; and also to Professor Knowlton, of San Francisco, for the lecture which he gave for our entertainment and profit, and under our auspices, with only one regret, that the audience was not such an one, numerically, as its great merits deserved; also, to Mr. C. C. Coffin, for the able and instructive address which he delivered before the Teachers' Institute of Alameda County.

Resolved, That the thanks of this Institute are due and we tender them to our Secretary, D. C. Pearson, for the very faithful and efficient manner in which he has discharged his duties.

Resolved, That we tender our thanks to the Music Committee, for the very valuable part they have contributed during our exercises; also to the Oakland *News* and *Transcript*, for publishing our daily proceedings.

Resolved, That the CALIFORNIA TEACHER, the *News*, the *Transcript*, the *Gazette*, and *Democrat* be requested to publish our resolutions, and we request our Superintendent to send a copy to each District Clerk in the county.

D. C. PEARSON,
Secretary of the Alameda County Teachers' Institute.

OAKLAND, October 19th, 1868.

STATE NORMAL SCHOOL.

THE following are the conditions of Promotion and Graduation adopted by the Trustees of the Normal School:

MONTHLY EXAMINATIONS.

Any pupil failing to receive *sixty-five* per cent. for two successive months shall be placed in a lower class.

SEMI-ANNUAL EXAMINATION.

Junior Class.—Any pupil receiving less than *sixty-five* per cent. shall forfeit her seat in the school.

Senior Class.—Any pupil receiving less than *seventy* per cent. shall be placed in the Junior Class.

ANNUAL EXAMINATION.

Junior Class.—Any pupil receiving *ninety* per cent. shall be entitled to a Second Grade Certificate. Those receiving *seventy-five* per cent. shall be entitled to a Third Grade Certificate. Those receiving less than *seventy-five* per cent. and more than *fifty* per cent. may be permitted to enter the next Junior Class. Those receiving less than *fifty* per cent. will be denied the privileges of the school.

Seniors.—Any pupil receiving *ninety* per cent. shall be entitled to a Normal School Diploma, and a First Grade State Certificate. Any pupil receiving less than *ninety* per cent., but as much as *eighty* per cent., shall be entitled to a Second Grade Certificate, or may enter the next Senior Class. Any pupil receiving less than *eighty* per cent. and more than *sixty-five* per cent. shall be entitled to a Third Grade Certificate, or may enter the next Senior Class. Any pupil receiving less than *sixty-five* per cent. shall forfeit his or her seat in the school. The percentage at the end of the year shall be determined by adding together the double-monthly percentage, the semi-annual percentage, the annual percentage, and the percentage obtained in the Training School, and taking one-fifth of the sum.

ASSOCIATED ALUMNI OF THE PACIFIC COAST.

This Association is peculiar to the Pacific States. In the East each College has its Alumni Association. Here, all College graduates are united in one Association. It is a fit representative of the cosmopolitan character of our people.

The Fifth Annual Meeting, held June 3d, in the Chapel of the College of California, was well attended. The address, the supper, the toasts and the speeches, were appropriate, and the occasion one long to be remembered by those present.

From the report, published by A. Roman & Co., we may present several extracts for the information and amusement of our readers. This month we give the following statistics:

Number of members	688
Number of institutions represented	93
Number of Alumni of Yale College	59
Number of Alumni of West Point	47
Number of Alumni of Harvard University	38
Number of Alumni of Union College	27
Number of Alumni who are lawyers	176
Number of Alumni who are clergymen	112
Number of Alumni who are teachers	70
Number of Alumni who are physicians	57

The oldest member of the Association is Rev. L. T. Woodward, Jacksonville, Oregon. He graduated at Wabash College, in 1817. Gen. Jas. Wilson, of this city, graduated at Middlebury, in 1820.

Officers—President, Hon. J. B. Felton; Secretary and Treasurer, Charles A. Wetmore; Executive Committee: Hon. J. B. Felton, Louis R. Lull, Dr. Sam'l Merritt, Rev. S. H. Willey, C. A. Wetmore.

MEETING OF THE BOARD OF EDUCATION.

A SPECIAL meeting of the Board of Education was held on Monday, September 28th, for the purpose of taking official cognizance of the death of JAMES A. ROGERS, Director for the Twelfth Ward. President Holt, Dr. Ayer, Mr. Meagher, Superintendent Denman, Gen. Cobb and others, addressed the Board, eulogizing the character, and extolling the virtues of the deceased. After which, the following resolutions were presented by the Committee appointed for that purpose, and unanimously adopted:

WHEREAS, It has been the will of Almighty God to call our worthy colleague away from his labors to a higher life beyond the grave, therefore, be it

Resolved, That in the death of JAMES A. ROGERS, we recognize the loss of a kind friend and neighbor, and a gentleman who was earnest in the discharge of his duties as a member of the Board of Education, and ever ready to sympathize with those who called upon him for aid and counsel.

Resolved, That we deeply sympathize with the relatives and friends of the deceased, and condole with them in their sad bereavement.

Resolved, That these resolutions be spread upon the minutes of the Board, and that a copy of the same be sent to the family of the deceased.

A resolution, giving the thanks of the Board to the lady teacher, who volunteered to nurse the deceased during his fatal illness, was passed. The name is not given, because she wishes it withheld.

The Board also resolved to wear the usual badge of mourning for thirty days.

REPORT OF THE STATE NORMAL SCHOOL.

July, August and September, 1868.

Whole number of gentlemen		7
Whole number of ladies		128
Total		135
Senior Class	55	
Junior Class	80	
TRAINING SCHOOL.		
Whole number enrolled	279	
Number of classes	6	

October, 1868.

Gentlemen		5
Ladies		116
Total		121
Senior Class	43	
Junior Class	78	
TRAINING SCHOOL.		
Number enrolled	245	

COLLEGES, SEMINARIES AND ACADEMIES.—Our reports from nearly all the institutions of learning in California give the gratifying intelligence that they are in a very prosperous condition. One of the results of fine crops is the increased number of pupils in our higher Seminaries and Colleges. These are preparing pupils for the "University," which will be opened next September. Every man interested in the welfare and true glory of California may well be proud of our schools—public and private.

REPORTS OF PUBLIC SCHOOLS.

ROLL OF HONOR.

Redwood School, *Sonoma County:* T. J. Colley, Teacher.—For Unexceptionable Department: Tinnie Hotell, Ruth R. Williams, M. Ella Harbin, Sarah Herrington, Libbie Herrington, Georgianna Travis, Sarah Ellen Burger, Olivia A. Burger, Jessie Miller, Lemuel L. Williams, Willie C. Hotell, and by the request of the above named Second Degree members of the "Redwood Diligent Band," Charlie W. Colley.

Diamond Springs School, *El Dorado County:* Chas. W. Childs, Teacher.—Lizzie Moss, Ellen Burns, Ada Parks, Willie McFarland, Minnie Scott, Proctor Scott, James Scott, Ella Fowler, Florence Adams, Philip Hickey, Glendora Morrell, Agnes Gilman, Sarah Bryan, Mary Bryan, Harry Amiden Walter Carpenter, Joshua Yeadon.

Stony Point School: W. W. Stone, Teacher; Term ending Sept. 23d.—Miss Cordelia Gale, Miss Emily Gale, Miss Ella Gale, Miss Ella Lawrence.

ITEMS.

A Seminary in San Leandro.—We understand that arrangements are being made for the establishment of a first class Ladies' Seminary in San Leandro. The leader in the matter has had large experience in such enterprises, and we feel confident will receive the hearty support of the people. A new Seminary building, 40x40, two stories high, with a cupola, will be erected near the center of the town, which will add another attractive feature to the many inducements that locality already possesses, as a beautiful place for a residence.

Miss A. Manning has been transferred to the Spring Valley School, *vice* A. T. Winn. Mr. Flood is fortunate in securing the assistance of Miss Manning, who is distinguished among our teachers for her varied experience, and for her strict discipline and untiring attention to the duties of her profession.

Professors Williams and Flood.—We neglected, at the time, to call attention to the election of these gentlemen to the Principalship of the Broadway and of the Spring Valley Grammar Schools. Perhaps it was well enough to wait and let "their works praise them." We now record the sentiment of all familiar with these schools when we say the Principals are *doing well.* The schools maintain the high rank given them by their former teachers. Success to these worthy instructors.

J. A. Rogers.—The Board of Education of San Francisco lost one of its most industrious members, when Mr. Rogers fell a victim to the prevailing epidemic. Many of the teachers of the city will long remember him with affectionate gratitude. At a special meeting of the Board of Education appropriate resolutions were passed, which will be found on another page.

Prof. Leonard.—This experienced and eminent instructor has resigned his professorship in the Boys' High School. He has been at the head of the mathematical department for several years, and has aided in making this school the pride of the city. The resignation of such a teacher is a public calamity.

Returned.—Miss Laura B. Mastick, the popular Principal of the Hayes Valley School, has lately returned from a visit to her friends in the Atlantic States. During her absence Miss Stowell has ably filled her place.

A. T. Stewart, the Merchant Prince of New York, taught school for a short period, in his youth.

A. T. Winn. This gentleman has been appointed to the professorship in the High School, lately vacated by Professor Leonard.

Our Book Table.

Pen Photographs of Charles Dickens' Readings; Taken from Life. By Kate Field. New and enlarged edition. Loring, Publishers, 319 Washington street, Boston.

Every one that could do so went to hear Dickens read. Those who could not were deemed unfortunate. The next best thing to do is to substitute the Pen Photographs of his readings. These are very vivid, spirited, and one would suppose, true pictures of that interesting performance. Not only are Dickens and the surroundings of the occasion minutely drawn, but an attempt is also made, by marks of emphasis and inflection, to exhibit his manner of reading; the authoress truly thinking, no doubt, in regard to Dickens, that "to copy him is to copy nature." The book is very well worth reading. Price, 50 cents. A. Roman & Co., San Francisco.

First Principles of Popular Education and Public Instruction. By S. S. Randall, Superintendent of Public Schools of the City of New York. New York. Harper & Brothers, Publishers, Franklin Square. 1868.

This book comes to us having the sanction of the author's thirty years' experience in administering the Public School System in the State of New York to recommend it. The style is diffuse, sometimes running into nebulousness of expression. He takes a comprehensive view of the subject. The chapters on the "Philosophy of Education," "Practical Education," "Systems of Public Instruction—their Errors and Defects," and "Objects, Means and Ends of Education," are very good. No very new or very startling views or methods are brought forward, which is, perhaps, after all, a merit—though some very much needed improvements are suggested. Those interested in educational matters would read the book with profit, notwithstanding that what is truly valuable in it could have been expressed in smaller compass. For sale by A. Roman & Co.

The Scientific Basis of Education Demonstrated; By an Analysis of the Temperaments and of Phrenological Facts in Connection with Mental Phenomena, and the Office of the Holy Spirit in the Processes of the Mind. By John Hecker. A. S. Barnes & Co., 111 and 113 William Street, New York. 1868.

The exact status of this work has not been determined. Those who admit the validity of Phrenological science give it very great importance as a subject, and very high rank as a work; and those denying that such so-called science has foundation in nature or fact, still admit that the book has much merit left when stripped of its phrenological heresies. There are so many subjects set forth here, bearing directly upon practical education, that even an enumeration of them is impracticable. But a careful study of this book would not only give the teacher a better knowledge of the subject of education, but lead him to a deeper insight into the nature of the human soul. The prin-

ciple of classifying pupils in accordance with their temperaments is one that should be well considered in all educational systems. This principle is recognized in every day life; and it seems a little remarkable that the experiment was never made in the school-room. Admitting its truth, the book will revolutionize the school systems. Denying the supposed heretical portions, still, much remains for the thoughtful man, and especially the teacher, to consider. Progress by experiment is the characteristic of the activities of the present day. Then, this book is a legitimate candidate for popular favor.

LESSONS ON POLITICAL ECONOMY; Designed as a Basis for Instruction in that Science in Schools and Colleges. By J. T. CHAMPLIN, President of Colby University. New York: Published by A. S. Barnes & Co. 1868.

Here are twenty chapters, covering one hundred and ninety-two 12mo. pages, devoted to an explication of the elements of Political Economy. The subjects discussed are practical, and the work is generally well executed. The chapter on Banking is not exhaustive, and in some places liable to objections, but, in the main, good. The observations in regard to the Remedies for Low Wages are judicious -the topics are "Legal Enactments," "Trades-Unions and Strikes," "Co-operative Associations," "Intellectual and Moral Improvement." The style is simple, clear, and generally correct. For sale by H. H. Bancroft & Co., San Francisco, and booksellers generally.

THE FIRST LINES OF ENGLISH GRAMMAR; Being a Brief Abstract of the Author's Larger Work, the "Institutes of English Grammar." Designed for Young Learners. By GOOLD BROWN. New York: William Wood & Co. 1868. Price, 75 cents.

THE INSTITUTES OF ENGLISH GRAMMAR METHODICALLY ARRANGED. With forms of Parsing and Correcting, etc., etc. By GOOLD BROWN. New York: William Wood & Co. 1868.

THE GRAMMAR OF ENGLISH GRAMMARS; With an Introduction, Historical and Critical. The whole Methodically Arranged and Amply Illustrated. With Forms of Correcting and Parsing; Improprieties for Correction; Examples for Parsing; Questions for Examination; Exercises for Writing; Observations for the Advanced Student; Decisions and Proofs for the Settlement of Disputed Points; Occasional Strictures and Defences; An Exhibition of the Several Methods of Analysis; and a Key to the Oral Exercises; To which are added Four Appendixes, pertaining separately to the Four Parts of Grammar. By GOOLD BROWN. New York: William Wood & Co., 61 Walker street. 1868.

Through the kindness of our friend, Mr. D. C. Stone, of Oakland, we receive from the publishers the three books constituting the series known as Brown's English Grammars. The amount of learning and labor employed in the production of these works is immense, and when compared with the few days' work usually devoted to the preparation of any one of the numerous volumes which daily issue from the press, the performance is truly commendable. The first book is well adapted to beginners: the second to more advanced classes; and the third, that magnificent royal 8vo. volume, is a vast reservoir of grammatical knowledge, which every one who wishes to thoroughly understand the English language, should have in his library. Though entertaining views different from those of the author on many points, yet, in the work before us, we think he has carved for himself, and well deserved, the title of The Coryphæus of *Modern* Grammarians.

IN THE SCHOOL-ROOM: Chapters in the Philosophy of Education. By JOHN S. HART, LL.D., Principal of the New Jersey State Normal School. Philadelphia. Eldridge & Bro. 1868.

A refreshing volume! The author begins with the important question, "What is Teaching?" and ends with the no less important one, "What is Education?" Between, and including these two extremes, almost the whole field of the teacher's profession passes. Thirty subjects are discussed

in as many chapters—each chapter distinct in itself, and yet, all forming a complete whole. With admirable tact the author has succeeded in investing what is sometimes called the monotonous drill of the school-room with a liveliness and richness of coloring which charms the reader, and, at the same time, does not travel out of the region of fact, nature and common sense. In reading each chapter, you feel that you are not groping through vagaries and impossible theories, but that you are having presented to you the philosophy, which is the common sense, of the school-room, by one who knows. There is neither cant nor puling about "the profession." There is a directness and manliness of style which inspire respect, and you rise from the perusal with a feeling of more confidence that teaching is a profession, and more willingness to adopt it, than you get from the many labored sentimentalisms written to prove the first or induce the second. Every teacher should read it. For sale by A. Roman & Co., San Francisco.

THE MODEL SCHOOL DIARY. Philadelphia: Published by Eldridge & Brother, 17 and 19 South Sixth street.

This is a daily record of the attendance, deportment, recitations, etc., of the pupil, which he is to take to his parents at the end of each week for signature, thereby gaining their co-operation in his advancement. Teachers will find this aids them in bringing their pupils to the proper standard to pass the examinations. Price, by the dozen, 84 cents. A. ROMAN & Co., 417 and 419 Montgomery street, San Francisco.

THE TEACHER'S MODEL POCKET REGISTER AND GRADE BOOK. Philadelphia: Eldridge & Brother, 17 and 19 South Sixth street.

An ingenious invention, answering the three-fold purpose of Roll Book, Register, and Record, adapted to any grade, from Primary to College. Every teacher who values system, order and his own time, should use it. For sale by A. Roman & Co.

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THE

CALIFORNIA TEACHER.

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NOTES ON CERTAIN UNJUST REMARKS.

A WRITER in the October number of the TEACHER has some unjust remarks, and impracticable notions, which I feel like noticing:

"A school like the Lincoln or Denman can be very easily managed and trained by a Principal who has with him a corps of teachers who are *good disciplinarians*, but, if they are not, his task will be wellnigh beyond him."

As the whole scope of the article is intended to show the great injustice done to female teachers, in the fact that their pay is less than that of male teachers, the above sentence must be understood to imply that the administrative ability of a Principal, male, is a small affair. The writer does not seem to know that the character of the Principal has very much to do with the ability of the class-room teacher to govern.

The person who has charge of a class must, indeed, be a real teacher. An incompetent person will not be able to govern, even with the aid of the most efficient Principal; because she is herself the occasion of constantly creating disorder. But it is by no means true that, even with a whole corps of excellent disciplinarians, even if such a wonder could be attained, and, if attained, if it could be retained—both of which *ifs* are practicably impossible—it is by no means true, I say, that the disciplinary power of the Principal would be of small moment. It might, with equal truth, be said, that *a ship like the Great Republic or the Great Eastern can be very easily managed and navigated by a captain who has with him a corps of seamen who are good mariners, but if they are not, his task must be wellnigh beyond him.*

An inefficient captain would be likely to wreck his vessel with the most efficient crew afloat, while the most able captain would

find it utterly impossible to manage his ship with a crew of lawyers and bookkeepers. True, it *is* easy for a captain to manage his vessel with a good crew of real sailors, but the ease with which it may be done does not in any manner nor in any degree detract from the credit deserved by the captain, nor is it other than foolish to infer that an able captain is of small moment when the crew is remarkably efficient.

The writer of the above sentence would have needed nothing but ordinary ingenuity to make out a very strong case for the female assistant, without resorting to the small business of endeavoring to belittle the value of the Principal's work.

"The *drill*, *system*, and *teaching* must be performed in the class-rooms, but the credit and the pay go to the head of the school."

If the writer had said, "the drill, system and teaching *are generally* done," etc., he or she would not have exhibited the gross ignorance of what constitutes the important part of the duties of a Principal which is shown in the expression *must*, etc. It is too true, that what little system there is, *is* a thing that pertains to the class-room, and, as a consequence, even under our best course of instruction, the education of our youth is only a patch-work of pieces of incongruous systems, and shapeless shreds of aimless efforts.

But, this *should not* be so. If the duty of the Principal were well performed, it *would not* be so. Why this great, this very great want, *adequate supervision*, exists, is a question which requires the consideration of too many points to be treated of here; but no *teacher* should be so ignorant of the fact that there is a want so pressing as to suppose that the system *must* be a thing of the class-room.

The charge that "the credit goes to the head of the school," is one that could be safely made by *anybody*, at *any* time, in *any* place, under *any* circumstances, in regard to *any* occupation, and with *any* degree of truth or falsity.

It is very likely that occasionally somebody attributes some particular instance of excellence to a Principal, when, in fact, the credit belongs to an assistant; but, generally, people see where the merit is, and I think it would bother Perseus to mention the name of many, or *any* Principals who have acquired great or little distinction on the strength of results attained by their assistants.

The writer's disparaging remarks concerning male teachers as a class are unworthy of any average intellect; but the charge that male teachers, as a class, occupy their positions through purely mercenary motives, is *malicious*, as well as foolish, and deserves, on that account, a moment's consideration. It is true that, in one place, the words used are "many a man," but the context does not sustain the restriction, and the conclusions are, as to the class, male teachers; while, both by implication and in terms, the class female teacher, is credited with none but philanthropic motives.

At first blush, it would seem as if this question were one of those indefinite and ethereal things which are so hard to deal with, but there is a tangible criterion which will easily satisfy any mind really in search of the truth, and that is the relative value of men's and women's time in other occupations. Suppose all education to be prohibited for ten years from to-day. What other employment could the three hundred lady teachers of this city get that would pay them as well? What other employment would the male teachers get that would pay them so poorly? There are clerks, bookkeepers, and other agents who work for less than the pay of a sub-master, but they are men who would be many degrees too low in the scales of intellect and education to occupy the position of a sub-master. The average pay of agents is much higher than the average pay of male teachers, while the average pay of female teachers is much higher than the average pay of the superior sort of women's work in other occupations. It should be noted, that while we are comparing the pay of female teachers with that of only the *higher* classes of women's work, we are comparing the pay of the male teachers with that of only the *middling* classes. We leave out of the account the professions, and class the teacher with the clerk, porter, salesman and bookkeeper.

Here, then, is the test. While so many men quit the occupation of teaching in disgust, because higher pay is offered them in vastly inferior positions in the business world, is it not plain that those who *do* continue show that they withstand the temptation to which so many who are indifferent succumb because they prefer the occupation of teaching to that of merely trading or writing? Perseus, whoever he or she may be, for the gender of a *nom de plume* is no certain guide to the sex nowadays – Perseus exhibits so gross ignorance of teachers and teaching that he evidently does not know what is familiar to all teachers who see much of the teaching world, viz: that the too often excessive work of the class-room causes fully one half of the female teachers to dread it, and that *very* many are tempted to continue teaching only because it pays better than other kinds of female labor; and even this temptation would not be strong enough, were it not supplemented by the ardent hope that in the case of each one her school days may soon be over.

Referring to the pay of the male Principal and that of the female assistant, this writer asks, "Why make such a great difference in the paid value of the work?" The male Principal gets $175 per month; the female assistant, $70, or in the second grades, $75. Since Perseus considers this difference so *tremendous* that he, in relation thereto, talks of "codes of morals and justice," "Christian and moral people," and even goes to the extent of referring to the reign of God, and His making all things right; since, I say, he considers this difference so *tremendous*, it is fair to suppose that a difference of $25 a month would appear

to him to be sufficiently great. Now, there are only two ways of righting this great wrong; either pay each grammar assistant $150 per month, and primaries in proportion, or pay male Principal $95 or $100 per month. Let us hope that Perseus is not a teacher, for such folly must disgrace the craft. The salaries of teachers are governed, and always will be governed, by the laws of supply and demand. The teaching of a grammar class has no absolute money value whatever, other than is given it by these laws. Some shallow people think, if this can be called thinking, that because, under certain circumstances, it may be considered desirable to place a man in charge of a third grade class, and he is paid $125 per month, that, therefore, the money value of the work is just $125 per month, and that if it should afterward be considered expedient to place a lady in charge of the same class, that she should receive the same salary, or suffer injustice. The male teacher is paid his salary, not because the labor is worth exactly so much, but because he can not be had for less. If he could not be had for that he would receive more. If men of his sort were as plentiful in the labor market as the other sex, he would receive exactly the same as is now paid to them. If more plentiful, he would receive less.

If some genius shall some day invent a machine, moved by a crank, which shall do exactly the work now done by the teacher, and the Board of Education should order one placed in each room of the Denman School, and have them all supplied with motive power by means of an engine in the basement, the money value of teaching a grammar class will be the interest on the cost of the machinery, plus the cost of the fuel, and the pay of the janitor who keeps the engine in motion, or say $10 per month. If then, for some reason it should be considered desirable to take the machinery out of one room and substitute a lady therefor, the Board could not say to her, "Madam, the money value of the labor required of you is $10 per month," but she would be paid the smallest sum which her time would be worth in some other employment, say $70. Or, if a man were desired, he would be paid the lowest dime for which they could reasonably expect to retain him. The *general* complaint, that a saleswoman gets less pay than a salesman, a female bookkeeper than a male bookkeeper, etc., does not belong to this discussion. I should say that, *on no account whatever*, should a man be employed to teach or do anything, if a woman can do it as well.

Perseus says, "There is something in the monotonous routine of school life that has a tendency to make a man insipid, unreliable and effeminate, while, in a lady, it has the opposite effect: it develops her power of self-reliance, and makes her stronger, perhaps, *masculine.*"

The teaching of Perseus is, or was, no doubt, *very* monotonous, if we may judge of his or her estimate of teaching as exhibited in the next quotation I intend to make.

As to the tendency of teaching, as set forth above, if Perseus is a man, he has accurately described its effects upon himself, as exhibited in his communication to the TEACHER; if a woman, she does well to interpolate that hesitating "*perhaps*" between the words "stronger" and "masculine."

The following sentence is worthy of Perseus. It shows an estimate of the occupation of teaching so far behind the age that we may well blush to read it in the CALIFORNIA TEACHER:

"The pedagogue's chair is a good stepping-stone to something higher for men, and many a profound statesman or divine has ascended above it with glory, while, if they had remained in it, they would have become fossilized dough-heads."

B. M.

TEACHERS SHOULD STUDY.

IT will be a relief, I think, to turn from the much abused topic of *teaching*, to the more beautiful *art* of learning. It is not always best to travel the same road. Sometimes the great gold drifts of our best mines apparently are lost, and a new shaft must be dug, or a new tunnel built to reach the hidden treasure. So in the search for knowledge, there are devious ways for gaining it. *Knowledge is not an Oligharchist.* Her temples are reared all over the earth, and he who *will* may learn the anthem chanted by every branch and bud and sailing cloud. The rough miner has as good a right to prospect for the golden ore, as the consolidated companies of Washoe, and he may "strike it as rich as they." The yellow flakes are not all piled up in the Comstock ledge; they have drifted in all directions. Many an Ophir, or Savage, or Yellow Jacket, remains to be found! Thank God! the riches of knowledge are not *all* hidden at Darmstadt, at Oxford, or at Harvard.

The wonderful philosophies of the school-room are *eternal*: and when we reflect that our whole existence is to be one of progress, scholars *only*, through all that life, the term school-room loses its trite and insignificant import. I say *school-room*, for it is there the larger philosophy of life begins. *When*, kind reader, did you cease to be a scholar? That moment you became *a fool*. When is the day separated from the night? Can you tell? When the last ray is lost in the West, the first one is born in the East. So when you can separate school-life from your existence, you may *easily* gauge its value. And if this is true philosophy concerning ourselves as *teachers*, how thoughtfully should we consider it with reference to our pupils.

The mind was made *to learn*, and learn it *will*; and it will learn its lessons through the channels nature has developed most. We do too much *talking* about our *methods of teaching*, when we know nothing of the grand psychological power of the teacher to educate. The noblest principle of education is *within* the scholar's

mind, and not in the grandiloquent excess of the teacher's knowledge. To be a faithful, earnest learner, is truer to nature than to be a teacher; and he only can *teach* well who knows how to *learn* well himself, and to make his pupils independent workers and thinkers.

Contending, searching, ascending, there is in every mind *the power to learn*. We can no more stop that power from growing than we can stop the sunlight from shining. Its tendency may be towards the—we by influence and example may dwarf and wound it, but the mind will learn! And if the internal effort is not made by the individual scholar, our external machinery and *methods* of teaching are of no avail.

Guyot, teaching us such splendid thoughts of the earth, had *first* to learn his primary lessons in Geography; had first to learn, somewhere in his school-life, the location and height of mountains, the mouth and the source of a river, before he could teach us his glorious thoughts. And so must every scholar do this "drudgery" (as it is too often styled) of learning before he can use its philosophy.

The one great evil pervading all our systems of education is that of *overdoing* the matter. In all phases of life at the present we find the same evil—a constant effort to make a show, to produce an effect; and if the *real* is not attractive enough, the *false* must be added to make it so. Children are now supposed to have the full development of mind necessary to comprehend the thought, reason and work of brains that have struggled through forty or fifty years of study. They *must be educated*, because *that* is *right*; but it is also *fashionable* that they make no application of thought themselves, yet borne down by a "course" of instruction that would have given Pythagoras or Socrates the nightmare. If the simplicity of youth could be taxed only with the *simple drill* of simple things, *simple elementary principles*, the growth of manhood and womanhood would bring in its natural development the strength to endure, the will to conquer and the love of study to enjoy—for the mind *will* learn. Instead of this, the necessity of fashion impels our pupils through an unnatural race, and they leave our High and Normal schools at the time in life when *character* is just forming. Restless, ambitious, without ease or dignity, because their nervous systems are stretched to their utmost tension, and their vanity elated to such a degree that common sense and good judgment are silenced, they rush into the position of teachers only to fail! What a sad comment on our High Schools, that so many of their pupils two years after leaving are unable to pass a decent examination. Something is radically wrong. What is it? Asking *children* to do the work of mature minds. We might as well try to absorb the ocean with a sponge. A child's mind cannot retain the thought and the reason of age. It lives in a sphere peculiarly its own, and *to teach* it, the teacher must leave his "seventh heaven" and come down

to it, for the child cannot reach unto his. Line upon line, precept upon precept, alone will make a thorough scholar; and want of thoroughness in any branch will always beget a disgust for that subject, and therefore weakness and failure.

The person who ceases to study on leaving the school-room as a pupil, ought never to enter it as a *teacher*. Such cannot have that psychological sympathy which is absolutely necessary to impress a child's mind with the love and duty of studying, because they recognize no such necessity in themselves. Long after the Academy or College is left should the *teacher* be a learner, kneeling ever before the shrine of knowledge, even though his hair be silvered by time and his step weakened by age.

The Cathedral of Cologne is not yet finished; yet generations have passed in, bowed, worshipped and gone to their rest, while touch after touch is being laid on the noble structure, without a blemish of its beauty or symmetry. So the grander superstructure of education should be planned with the square and plummet, its plan admitting of eternal enlargement. The *possibilities* of achievement should be aimed after rather than the *probabilities*.

We were made to learn, and if we do not we are miserable failures, for no high-sounding collegiate courses, or velvet-capped "Professors" can make us scholars if we do not strive for the prize ourselves.

PERSEUS.

HUMAN NATURE.

[Extract from an Address delivered before the London College of Preceptors, by EDWARD L. YOUMANS, M. D.]

THE scientific method of studying human nature, important as may be its relation to the management of the insane and feeble-minded, and valuable as is its service in establishing the limits of mental effort, must find its fullest application to the broad subject of education. For, whatever questions of the proper subjects to be taught, their relative claims, or the true methods of teaching may arise, there is a prior and fundamental inquiry into the nature, capabilities, and requirements of the being to be taught, upon the elucidation of which all other questions immediately depend. A knowledge of the being to be trained, as it is the basis of all intelligent culture, must be the first necessity of the teacher.

Education is an art, like Locomotion, Mining, or Bleaching, which may be pursued empirically or rationally; as a blind habit, or under intelligent guidance; and the relations of science to it are precisely the same as to all the other arts—to ascertain their conditions and give law to their processes. What it has done for Navigation, Telegraphy and War, it will also do for

Culture. The true method of proceeding may be regarded as established, and many important results are already reached, though its systematic application is hardly yet entered upon. Although there is undoubtedly a growing interest in the scientific aspects of the subject, yet what Mr. Wyse wrote twenty-five years ago remains still but too true. He says: "It is unquestionably a singular circumstance, that of all problems, the problem of Education is that to which by far the smallest share of persevering and vigorous attention has yet been applied. The same empiricism which once reigned supreme in the domains of chemistry, astronomy and medicine, still retains possession, in many instances, of those of education. No journal is kept of the phenomena of infancy and childhood; no parent has yet registered, day after day, with the attention of an astronomer who prepares his ephemerides, the marvelous developments of his child. Until this is done, there can be no solid basis for reasoning; we must still deal with conjecture." And why has nothing been done? Because, in the prevailing system of culture, the art of observation—which is the beginning of all true science, the basis of all intellectual discrimination—and the kind of knowledge which is necessary to interpret these observations, are universally neglected. Our teachers mostly belong to the dispensation. Their preparation is chiefly literary; if they obtain a little scientific knowledge, it is for the purpose of *communicating* it, and not as a means of tutorial guidance. Their art is a mechanical routine, and hence, very naturally, while admitting the importance of advancing views, they really cannot see what is to be done about it. When we say that education is an affair of the laws of our being, involving a wide range of considerations—an affair of the air respired, its moisture, temperature, density, purity, and electrical state; an affair of food, digestion, and nutrition; of the quantity, quality, and speed of the blood sent to the brain; of clothing and exercise, fatigue and repose, health and disease; of variable volition and automatic nerve action; of fluctuating feeling, redundancy and exhaustion of nerve power; an affair of light, color, sound, resistance; of sensuous impressibility, temperament, family history, constitutional predisposition, and unconscious influence; of material surroundings, and a host of agencies which stamp themselves upon the plastic organism, and reappear in character; in short, that it involves that complete acquaintance with corporeal conditions which science alone can give—when we hint of these things, we seem to be talking in an unknown tongue, or, if intelligible, then very irrelevant and unpractical.

That our general education is in a deplorably chaotic state, presenting a medley of debased ideals, conflicting systems, discordant practices, and unsatisfactory results, no observing person will question; that this state of things is to last forever we all feel to be impossible; and that its future removal can only come

through that powerful instrumentality to which we owe advancement in other departments of social activity, is equally clear to the reflecting. The imminent question is, How may the child and youth be developed healthfully and vigorously, bodily, mentally, and morally? and science alone can answer it by a statement of the laws upon which that development depends. Ignorance of these laws must inevitably involve mismanagement. That there is a large amount of mental perversion, and absolute stupidity, as well as of bodily disease, produced in school by measures which operate to the prejudice of the growing brain, is not to be doubted; that dulness, indocility, and viciousness, are frequently aggravated by teachers, incapable of discriminating between their mental and bodily causes, is also undeniable: while, that teachers often miserably fail to improve their pupils, and then report the result of their own incompetency as *failures of nature*, all may have seen, although it is now proved that the lowest imbeciles are not sunk beneath the possibility of elevation.

The purpose of the foregoing remarks has been to bring forward an aspect of man which cannot fail to have an important influence upon processes of instruction. I have endeavored to illustrate the extent to which Nature works out her own results in the organism of man. The numerous instances of self-made men, who, with no external assistance, have risen to intellectual eminence, and the still more marked instances where students have forced their way to success in spite of the hindrances of an irrational culture, testify to the power of the spontaneous and self-determining tendencies of human character; while the general overlooking of this fact has unquestionably led to an enormous exaggeration of the potency of existing educational methods. In establishing this view, science both limits and modifies the function of the instructor. It limits it by showing that mental operations are corporeally conditioned, that large regions of our nature are beyond direct control, and that mental attainment depends in a great degree upon inherited capacity and organic growth. It limits it by showing that ancestral influences come down upon us as we enter the world, like the hand of Fate; that we are born well, or born badly, and that whoever is ushered into existence at the bottom of the scale can never rise to the top, because the weight of the universe is upon him. It shows how not to mistake the surface effects of an ostentatious system for a thorough in-forming of character; how not to mistake the current smattering of languages, the cramming for examinations, the glossing of accomplishments, the showy and superficial pedantries of literature, and the labeling of degress, for true education.

Russia must be a paradise for school teachers, as 110 days of the year are devoted to instruction, and the other 255 to holidays and vacations.

CHANGE OF POETRY INTO PROSE.

[From Boyd's "Composition and Rhetoric."]

Much advantage would be given, in learning the art of composition, by the frequent practice of converting poetry into good, regular prose, without altering the sentiment or meaning. It may be required to present it in as nearly the same words as the prose style will admit; and then, again, to give the utmost freedom as to the words employed, provided the same meaning shall be preserved.

This would be attended with the advantage of imparting not only a command of language, but also skill in tracing the difference between poetic words and poetic arrangement, as contradistinguished from those befitting prose. It would also lead the way to the writing of poetry, where a talent for this form of writing may exist.

The following may serve as a specimen of the exercise now recommended. The exercises of the various members of the class might profitably be read aloud successively, sentence by sentence, and compared:—

"He scarce had ceased, when the superior Fiend
Was moving toward the shore; his pond'rous shield,
Ethereal temper, massy, large and round,
Behind him cast; the broad circumference
Hung on his shoulders like the moon, whose orb
Through optic-glass the Tuscan artist views
At evening from the top of Fesole,
Or in Valdarno, to descry new lands,
Rivers, or mountains, in her spotty globe.
His spear, to equal which the tallest pine
Hewn on Norwegian hills, to be the mast
Of some great admiral, were but a wand
He walk'd with, to support uneasy steps
Over the burning marl, not like those steps
On Heaven's azure, and the torrid clime
Smote on him sore besides, vaulted with fire."

The above is thus presented in the prosaic form:—

"He had scarce done speaking when the superior fiend, Satan, was moving toward the shore; his heavy shield of heavenly workmanship, massy, large and round, was cast behind him; the broad compass of it hung on his shoulders like the moon, whose orb the Tuscan artist views through optic-glasses in an evening, from the top of Fesole, or else in Valdarno, to discover mountains, rivers, or new lands on her globe; the tallest pine hewn on the mountains of Norway, to be a mast for the ship of some great admiral, were but little in comparison of his spear, with which he walked, to support his uneasy steps over the burning sulphur (not like his former steps in heaven), and the heat of hell smote on him sore besides, for it was surrounded and covered with fire."

Knowing French.—"Tom, do you know French?" "Yes, very well by sight; but have no *speaking* acquaintance with it."

OBJECT-LESSONS FOR SMALL CHILDREN.

EIGHTH AND NINTH GRADES.—THE CAMEL.

All turn your eyes this way, and tell me the name of the animal you see upon the chart? It is a picture of a camel.

How do you know it is a camel? By the hump on its back.

Look closely, and see if you can tell me anything else which distinguishes it from other animals? Its neck is long. Yes; and see what queer feet it has; they are long, and are divided into two parts. In front of each part is a little hoof. The skin of its feet is very thick, so that the sand may not hurt it.

How tall is its body, do you think? As tall as a man.

Yes; it is about as tall as the tallest man. Don't you think it has a very small head for so large a body? See what pretty soft eyes it has. Does it look very fierce? No, it is very gentle.

What is the camel good for? To ride on.

Yes; in hot countries, where there are great sandy deserts. What are they sometimes called? "Ships of the desert."

Why? Because it can go a long time without any water, and does not eat very much. It gives nice milk, too, so that it answers the purpose of a cow. Its hair is very valuable; handsome shawls are made from it.

Now, tell me all the parts of a camel which we have spoken of to-day; then its qualities, and then its uses?

Parts—Head, eyes, body, feet, hump. *Qualities*—Gentle; brown color; gives milk; very useful. *Uses*—It answers the purpose of a horse, a cow, and a sheep.

SEVENTH AND EIGHTH GRADES.—FLOWERS.

I am going to give you a lesson to-day upon the flower which I hold in my hand—a "Lady Washington Geranium;" but, first, I want you to tell me the principal parts of a plant? Root, stem, and leaves.

What is the root? The part which grows downward into the ground, and takes in food for the plant.

What is the stem? The part which grows upwards and bears the leaves.

What are the leaves for? They are the breathing organs of the plant.

What is the shape of this geranium leaf? It is a rounded reniform.

What can you say about its margin or edge? It is scalloped.

Yes; but *crenate* is the word we want; that means scalloped. Is this leaf parallel or netted-veined? It is netted-veined.

What are veins sometimes called? Ribs. And the principal vein is called what? The mid-rib.

Has this leaf more than one large vein? Yes; it has several. Can you tell me what name is given to such leaves? They are called palmate, or radiate-veined.

Name the parts of a flower? Calyx, corolla, stamene and pistil.

Which is the calyx? The outer covering. And which the corolla? The inner set of leaves. Where is the pistil? In the center of the flower. Where are the stamen? Around the pistil?

What are the parts of the calyx called? Sepals. Of the corolla? Petals.

Name the parts of the stamen? Filament, anther, and pollen. Of the pistil? Ovary, style and stigma.

Take this flower, and point out all its different parts.

What are the uses of flowers? To produce the fruit and to please the eye.

Parts of Plant—Root, stem, leaves. *Parts of Flower*—Calyx, corolla, stamen, pistil. *Uses of Flower*—To produce fruit; to please the eye.

WEIGHT OF BRAINS.—If weight of brains has anything to do with intellectual and moral development, then ought we to be able to form a tolerable estimate of the relative status of nations and races from the figures on the subject given to the Royal Society by Dr. Davis. A glance over the tables compiled by this latest of cranium-gaugers, shows that the average brain-weight among Englishmen is 47½ ounces, and that Italians, Lapps, Swedes, Dutch, and Frisians, are gifted with just about the same amount of cerebral matter. The lightness of hand and heart which characterizes our neighbors, the French, may be attributable to lightness of brain, for the average derived from examination of sixteen French skulls was 45¼ ounces—two ounces less than the English weight; while the solid-headed character of the Germans is borne out by the fact that thirteen of their crania gave an average of 50¼ ounces of brain for each; but this estimate is probably too large, as previous investigators, using more materials, obtained much smaller weights. The general European average deduced by Dr. Davis is somewhat under 47 ounces per man; the Asiatic and American races average two ounces, the African about three, and the Australian five and a half ounces less than this. There is more raw material of brains in the world than one would have supposed. To make these comparisons of value in judging of the relative power of men, we should also weigh the bodies. The whole man must be taken into account. Then the temperament or *quality* is to be very carefully considered. By *all* these means, we may arrive at a tolerably correct conclusion as to innate capacity. But size or weight of brain alone will not tell the whole story.

THE LUNGS.—The lungs will contain about one gallon of air at their usual degree of inflation. We breathe on an average 1,200 times per hour, inhale 600 gallons of air, or 14,400 gallons per day. The aggregate surface of the air-cells of the lungs exceeds 20,000 square inches—an area very nearly equal to the floor of a room twelve feet square.

Poetry.

THE NEW ENGLAND COUNTRY SCHOOL.

The following sketch of a Country School in New England—"*as it was*," is copied from the "*Columbian Muse*, a selection of American Poetry, selected from various authors—published by Matthew Carey, Philadelphia, 1794," where it is credited to the *New Hampshire Spy*.

THE COUNTRY SCHOOL.

"Put to the door—the school's begun—
Stand in your places, every one—
Attend,——"
* * * * *
"Read in the Bible—tell the place"
"Job, twentieth, and the seventeenth verse"
"Caleb, begin." "And he shall suck
Sir, Moses got a pin and stuck——"
"Silence! Stop, Caleb!—Moses! here!"
"What's this complaint?" "I didn't, Sir,"—
"Hold up your hand. What is't, a pin?"
"O, dear; I won't do so agin."
"Read on." "The increase of his b- b- horse—"
"Hold! H, O, U, S, E, spells house."
"Sir, what's this word? for I can't tell it."
"Can't you, indeed! Why, spell it." "Spell it."
"Begin yourself, I say." "Who, I?"
"Yes, try. Sure you can spell it." "Try."
"Go, take your seats and primers. Go!
You shan't abuse the Bible so."

"Will pray, Sir Master, mend my pen?"
"Say, Master, that's enough. Here, Ben,
Is this your copy?" "Can't you tell?"
"Set all your letters parallel."
"I've done my sum—'tis just a groat—"
"Let's see it." "Master, m' I g' out?"
"Yes; bring some wood in. What's that noise?"
"It isn't I, Sir; it's them boys."

"Come, Billy, read—What's that!" "That's A—"
"Sir, Jim has snatch'd my rule away—"
"Return it, James. Here; rule with this—
Billy, read on." "That's crooked S."
"Read in the spelling-book. Begin."
"The boys are out." "Then call them in—"
"My nose bleeds; mayn't I get some ice,
"And hold it in my breeches?" "Yes.
John; keep your seat." "My sum is more—"
"Then do't again; divide by four,
By twelve, and twenty. Mind the rule.
Now speak, Manassah, and spell 'tool.'"
"I can't." "Well, try." "T, W, L."
"Not wash'd your hands yet, booby, ha?
You had your orders yesterday.
Give me the ferrule; hold your hand."
"Oh! Oh!" "There—mind my next command.

The grammar read. Tell where the place is.
C sounds like K in cat and cases."
"My book is torn." "The next." "Here not—"
"E final makes it long—say note.
What are the stops and marks, Susannah?"
"Small points, Sir." "And, how many, Hannah?"
"Four, Sir." "How many, George. You look!"
"Here's more than fifty in my book."
"How's this? Just come, Sam?" "Why, I've been—"
"Who knocks?" "I don't know, Sir." "Come in."
"Your most obedient, Sir." "And yours."
"Sit down, Sir. Sam, put to the doors.
What do you bring to tell that's new?"
"Nothing that's either strange or true.
What a prodigious school! I'm sure
You've got a hundred here, or more.
A word, Sir; if you please." "I will—
You girls; till I come in, be still."

"Come, we can dance to-night—so you
Dismiss your brain-distracting crew
And come—for all the girls are there.
We'll have a fiddle and a player."
"Well, mind and have the sleigh-bells sent,
I'll soon dismiss my regiment."

"Silence! The second class must read
As quick as possible—proceed.
Not found your book yet? Stand be fix'd
The next read. Stop—the next—the next.
You need not read again; 'tis well.
Come, Tom and Dick, choose sides to spell."
"Will this word do?" "Yes, Tom, spell 'dunce.'
Sit still, there all you little ones."
"I've got a word." "Well, name it." "Gizzard."
"You spell it, Samson." "G, I, Z."
"Spell 'conscience,' Jack." "K, O, N,
S, H, U, N, T, S." "Well done!
Put out the next." "Mine is folks."
"Tim, spell it." "P, H, O, U, X."
"O shocking! Have you all try'd?" "No."
"Say, Master, but no matter, go—
Lay by your books and you, Josiah,
Help Jed to make the morning fire."

THE HEART AND THE BLOOD.—The amount of blood in an adult is nearly thirty pounds, or full one fifth of the entire weight. The heart is six inches in length and four inches in diameter, and beats seventy times per minute, 4,200 times per hour, 100,800 times per day, 37,772,000 times per year, 2,565,440,000 in threescore and ten, and at each beat two and a half ounces of blood are thrown out of it, one hundred and seventy-five ounces per minute, six hundred and fifty-six pounds per hour, seven and three fourths tons per day. All the blood in the body passes through the heart every three minutes, or should do so.

MISCELLANEA.

EDUCATION IN ENGLAND.—Parliamentary returns show that one third of the men of Hertfordshire, Cambridgeshire, Norfolk, Suffolk, Bedfordshire and Staffordshire, who married last year, had to make their mark instead of signing their names to the register. In Southern Wales more than half of the women are unable to sign their names. In Liverpool, out of 23,740 who were apprehended in 1866, only 253 could read or write well; while of 720 children dealt with under the Juvenile Offenders Act, not one could do so. For the 148,000 marriages in 1864, 42,000 of the men and 58,000 of the women signed with a mark. The Birmingham Education Society states in a recent report, that no more than one half of the children "educated" at the national schools of England, or belonging to the classes for which these schools are maintained, can so much as read and write.

LET WOMAN BE WOMANLY.—Woman gains nothing by striving to become more like man. Her crowning beauty consists in being truly *womanly*. It is that quality which wins the love of man, in whom she loves above all things else strength, *manliness*—something to lean upon, look up to, be proud of. It is a grand, a noble thing to be a MAN. To be a *woman* is to be truly

"God's last, best gift to man,"

without whom his strength is useless, his wisdom folly, his life a failure.

YOUNG AMERICA.—Why is it that the minds of children at the present day seem to be more developed at a given age than they were a quarter of a century ago? Because they have many more facilities for culture and development, and because the parents of these children were more cultivated than their grandparents. Different modes of living tend also to prematurely call forth and refine the mind, frequently to the damage of the health and the shortening of life.

PRESERVING YOUTH.—Cardinal de Salis, who died in 1785, aged 110 years, said: "By being old when I was young, I find myself young now I am old. I led a sober and studious, but not a lazy or sedentary life. My diet was sparing, though delicate; I rode or walked every day, except in rainy weather, when I exercised within doors for a couple of hours. So far I took care of the body; and as to the mind, I endeavored to preserve it in due temper by a scrupulous obedience to divine commands."

A NEW HAMPSHIRE editor, who has been keeping a record of big beets, announces at last that "the beet that beat the beet that beat the other beet, is now beaten by a beet that beats all the beets, whether the original beet, the beet that beat that beet, or the beet that beat the beet that beat the beet."

DEPARTMENT OF PUBLIC INSTRUCTION.

OFFICIAL JOURNEYINGS.

YOLO COUNTY INSTITUTE.

THE Teachers' Institute for Yolo County convened at Woodland on Thursday, November 19th, Superintendent Darby presiding. I was present two days, but while I witnessed much that was interesting, I will not anticipate the report of proceedings promised by the Secretary. The debate on *Corporal Punishment* was spirited, earnest, and even eloquent. The class exercises in English Grammar and Algebra—the former by Prof. E. J. Schellhouse, the latter by Mr. A. H. Pratt—were well conducted, and must have suggested profitable reflections. The State Superintendent's address, on Friday evening, was heard by a large and attentive audience, and seemed to be appreciated at its full value. I will not say more about this Institute, as the Secretary's report will be sufficient, but will conclude by expressing the hope that the citizens of the flourishing town of Woodland will, at an early day, build *that new public school house.*

SUPERINTENDENT DENMAN'S REPORT.

THE Fifteenth Annual Report of the Public Schools of the City and County of San Francisco for the fiscal year ending June 30th, has just been received, too late for an extended notice in this number of the TEACHER. The report shows the condition of the schools to be very satisfactory. Superintendent Denman comprehends the extent of his duty, and knows its details; and withal, has the energy to do the work required of him.

The average number of pupils that attended the public schools during the past year was 11,817, requiring a corps of 272 teachers—an increase over the previous year of 1,694 scholars and 47 teachers. The total disbursements from the School Fund for the fiscal year amounts to $376,392 73, which includes $42,863 20 transferred to Sinking and Interest Funds.

MR. THOMAS C. LEONARD.—We regret the occasion which required the resignation of this gentleman as a member of the State Board of Examination. The ability, zeal and industry with which he discharged the duties of the office rendered his services particularly valuable. This fact, together with the uniformly courteous and gentlemanly manner which characterized him, made his associates hear very regretfully of the resignation. At a meeting of the State Board of Examination, Nov. 16th, on motion of Prof. W. J. G. Williams, the following resolution was passed:

Resolved, That in the resignation of Mr. T. C. Leonard the State loses the services of an able and valuable educator; that we exceedingly regret the necessity which prompts him to this action; and, that in leaving us for a residence in another part of the State, we tender him our thanks for his past services, and our best wishes for that success in future life to which his merit so justly entitles him.

APPORTIONMENT OF SCHOOL FUND.

OFFICE OF CONTROLLER OF STATE,
Sacramento, Cal., November 27th, 1868.

Hon. O. P. Fitzgerald, Supt. Public Instruction:

DEAR SIR.—In compliance with your request I send you an approximate estimate of the amount of school moneys, subject to apportionment February 1st, 1868:

Interest on Bonds, due January 1st, 1869	$26,145 00
Interest on State School Lands	19,000 00
Half Poll Tax	28,000 00
Property Tax of 1868	149,120 00
Total amount subject to apportionment	$222,265 00

Very respectfully,

ROBERT WATT, *Controller.*

From the above it will be seen that the estimated amount of School Funds, subject to apportionment February 1st, 1869, is $222,265, which will give *about* $220 per child.

EXAMINATION OF TEACHERS.

THE State Board of Examination will hold a session for the examination of teachers, in Lincoln Hall, San Francisco, beginning on December 28th, 1868. Candidates should be present promptly at 9 o'clock A. M.

The State Teachers' Institute and the State Board of Education recommended, last June, that the County Boards of Examination hold their sessions simultaneously with those of the State Board.

SACRAMENTO COUNTY TEACHERS' INSTITUTE.

SACRAMENTO, November 9, 1868.

EDITORS CALIFORNIA TEACHER:—I herewith transmit the proceedings of the Sacramento County Teachers' Institute, which met in the Senate Chamber on the 29th of September, at ten o'clock A.M. All of the city and most of the county teachers were in attendance—above sixty in all.

Superintendent Trafton called the members to order.

An election for officers resulted as follows: For Vice-Presidents—Rev. W. H. Hill and E. Rosseau; Recording Secretary—E. F. Fitch; Assistant Secretary—Miss Celeste A. Reed.

The various committees were appointed, and, on motion, adjourned to meet in the High School room at 2 o'clock P.M., at which hour the Institute met, pursuant to adjournment, when the minutes of the morning session were read and approved.

Superintendent Trafton delivered an interesting and profitable address on the condition, present and prospective, of our schools, to which those present listened with attention.

J. H. Shannon then explained and illustrated his method of reducing fractions.

The evening exercises were opened with singing, conducted by John F Cooper, after which Prof. W. S. Hunt was introduced, and proceeded to entertain his audience in an able address upon the subject of Physiology. The subject was discussed by Messrs. H. H. Howe, Rousseau, Jackman, Shannon, Revs. W. H. Hill, and I. E. Dwinell.

The second day's exercises were opened with singing, conducted by Mr. Cooper, after which the minutes of the previous session were read and approved.

E. F. Fitch illustrated and explained a new method of computing interest which he had taught with success. The advantages are, that cancellation can be employed to shorten the operation; time is used in only one denomination and that it is more simple, therefore better than any other method now in use.

The subject of Arithmetic was discussed at some length by Messrs. Hill, Shannon, Templeton, and Jackman. During the discussion, Mr. Jackman moved that a vote be taken to ascertain whether they taught their pupils that the arrangement of numbers in the different operations in arithmetic was absolutely necessary, or more as a matter of convenience in obtaining the answers. It was decided to be a matter of convenience.

S. H. Jackman explained his method of conducting exercises each day in school, which showed that he had given both time and care in arranging the order of studies and recitations for the benefit of his pupils. A discussion followed, in which Messrs. Shannon, Hill and others took part.

The Institute then adjourned until 2 o'clock P.M. Re-assembling at that hour, Mr. Shannon, by request, repeated the explanation of his method of reducing fractions.

At the conclusion of this exercise Miss Hattie Osborne introduced a class of about twenty-five pupils, to illustrate her method of object-teaching, conducting class exercises in colors and their combinations, also concert reading exercises. The recitations, which were listened to with great attention by the members of the Institute, indicated that great pains had been taken in instructing the pupils.

City Superintendent Hill read a short extract further illustrating object-teaching. The subject was discussed by Messrs. Hill, Howe, and Miss Osborne.

On motion, the subject of Arithmetic was taken up and discussed by several members, after which the Institute adjourned until 8 o'clock P.M.

At the appointed time the President called the members to order. The minutes of the two previous meetings were read and approved.

Lectures and addresses being next in order, the President introduced Rev. T. H. B. Anderson, who then proceeded to deliver an interesting address on the subject of "Labor and its Results."

By request, Mr. Anderson furnished a copy of his address for publication. The Institute then adjourned.

The third day's meeting was opened with prayer by Rev. T. H. B. Anderson. After which followed roll-call, singing, and reading the minutes of the previous session.

State Superintendent O. P. Fitzgerald, being present, was introduced by the resident, and addressed the Institute briefly.

E. Rousseau, on being introduced, read an essay on "School Discipline," in which he stated some good rules for both teachers and pupils. The essayist, and those who discussed the subject, deprecated corporal punishment in the main, and thought that other means could and ought to be employed in governing pupils. State Superintendent Fitzgerald called upon Miss Bennett, who stated that, during an experience of twelve years in various schools she never had resorted to corporal punishment; had succeeded in governing by using other means—stating cases. Miss Woodland gave her experience as being far different. Had to employ corporal punishment, but only did so in extreme cases. By expelling pupils no good would be done them, but, by retaining, and properly correcting them, they would be restrained, at least, for the time. On motion, further discussion upon the essay was postponed until some future time.

V. E. Bangs was introduced by the President, and read an essay upon "Reading." Discussion being in order, Superintendent Fitzgerald, Miss Lyons, and Messrs. Rousseau, Crowell, Shannon, and others participated.

On motion, adjourned until 2 o'clock P.M.

The Institute was again called to order by Superintendent Trafton at 2 o'clock P.M., and the roll called. After singing, minutes of the morning session were read and approved.

H. H. Howe, Principal of the Grammar School, then introduced one of his classes, numbering about twenty-five pupils, to illustrate his method of teaching Arithmetic. The readiness with which the pupils answered the questions showed that they well understood the subject. The analyses were given with accuracy and promptness. Examples on the slate were equally as correctly and rapidly solved.

After completing the exercises in Arithmetic the class went through some very interesting Calisthenic exercises with grace and spirit. A discussion followed on the subjects of Arithmetic and Calisthenics. Superintendent Fitzgerald spoke strongly in favor of Calisthenics, saying that he would like to have Calisthenics taught in all the schools of the State.

On the subject of "fractions" a protracted discussion was had, in which several members participated.

On motion, adjourned until eight o'clock P.M.

On re-assembling, pursuant to adjournment, the exercises were opened by singing.

President Trafton introduced N. Slater, who read an interesting and instructive essay on the "Public School System of the United States," in which he gave a history of our schools, and the manner of conducting them, from an early day to the present.

On motion, adjourned.

The fourth day's meeting of the Institute met at 10 o'clock A.M., pursuant to adjournment—President Trafton presiding. After prayer by Rev. O. P. Fitzgerald, singing and roll-call, the minutes of the previous session were read and approved.

Mrs. E. A. Southworth not being ready to conduct the exercise in Intellectual Arithmetic, which was next in order, S. H. Jackman was called upon to illustrate his method of teaching the reading and writing of numbers. On

being interrogated by Superintendent Fitzgerald as to the probable adoption of the metrical system of weights and measures, he gave it as his opinion that it would soon be universally adopted, also explaining to some extent the workings of the system. H. H. Howe's opinion agreed with that of Fitzgerald and Jackman. Jackman and Downer were the only teachers who had attempted to teach it, and had succeeded well, as far as taught.

Mrs. Southworth being now ready, an impromptu class of fourteen teachers was formed, and an interesting exercise was conducted, much to the profit and satisfaction of those present.

Superintendent Fitzgerald made some remarks upon the importance of Mental Arithmetic, which were well received.

W. H. Crowell read an essay on "Grammar." He contended that grammars failed in correctly teaching the science. It should be taught orally, and in connection with reading lessons greater proficiency would be gained. J. H. Shannon remarked that he had been more successful in teaching grammar orally than from text-books—citing cases, etc.

The subject of text-books in grammar was discussed at some length by Messrs. Fitzgerald, Rousseau, Downer, Fitch and Shannon.

Adjourned until 2 o'clock P.M.

On re-assembling the usual opening exercises were held.

The Committee on Resolutions asked for further time to complete its report, which was granted.

Rev. Wm. H. Hill moved that Reverends I. E. Dwinell, T. H. B. Anderson and N. Slater, and John F. Cooper be be declared honorary members of the Institute. The motion was carried unanimously.

Rev. Wm. H. Hill offered the following resolutions, supporting them by pertinent remarks:

Resolved, That the too prevalent practice of hurrying pupils through a series of "Readers" is not advisable—is not an aid, but a hindrance to the acquisition of the art of good reading, and should be discountenanced by teachers and parents.

Resolved, As the opinion of this Institute, that Willson's First and Second Readers are all that should be used in a third or primary grade school; the Third Reader is a second or intermediate, and the Fourth in all others below the grade of a High School.

The resolutions were discussed by Supt. Fitzgerald, Slater, Jackman, Rousseau, George Smith, and Miss Glanville, and finally adopted.

The order of exercises was somewhat changed, so as to allow Miss Cole to read a short but well written Essay, which was listened to with interest.

Prof. W. S. Hunt was introduced by the President, and proceeded to entertain the Institute upon the subject of "Language" in an elaborately written paper, upon which remarks were made by Messrs. Templeton, Hill, and Fitzgerald.

H. H. Howe explained the use of arithmetical signs by examples upon the blackboard, settling a difficulty under which the Institute had labored.

On motion, an adjournment was ordered until 8 P. M., at which time the body again assembled, President Trafton presiding. Minutes read and approved.

On motion, the name of Rev. H. W. Brown was added to the list of honorary members of the Institute. The name of Supt. Crosby, of Placer County, was also added to the list.

The President then introduced Superintendent Fitzgerald, who delivered an excellent address, much to the edification of his hearers.

On the conclusion of the Superintendent's remarks, the Committee on Resolutions reported as follows:

Resolved, That the thanks of this Institute be tendered the Board of Education of this city, for the free use of the High School room wherein to hold its sessions, and also to the Press for publishing a report of its proceedings from day to day.

Resolved, That we are under many obligations to Prof. W. S. Hunt, Rev. T. H. B. Anderson, Rev. N. Slater, an old pioneer and life laborer in the cause of education, and O. P. Fitzgerald, State Superintendent, for the able and instructive addresses with which they have favored the Institute.

Resolved, That we duly appreciate the efforts of those who have favored us with their essays upon the various educational topics presented for discussion; also, our ears are not deaf to the melodious favors of J. F. Cooper. Especially would we remember the pleasant faces of our youthful instructors in object teaching, concert reading, calisthenics, and arithmetic, as presented by Miss Osborne's Primary Class and the Graduating Class of the Grammar School of this city.

Resolved, That the thanks of the Institute be tendered to our worthy Superintendent, Dr. Trafton, for his entertaining and practical address; for the interest he manifests in the welfare of our public schools, and for the efficient manner in which he has performed the duties of presiding officer of our meetings.

Resolved, That the thanks of the Institute are due to E. F. Fitch, for the efficient manner in which he has performed the arduous duties of Secretary.

The resolutions were unanimously adopted.

Superintendent Trafton made a few remarks in regard to the grading of schools, examinations, etc.; also, appropriate to the closing exercises of the Institute. After hearing the report of the Critics, the Institute, on motion, adjourned *sine die*.

E. F. FITCH,
Recording Secretary.

REPORTS OF PUBLIC SCHOOLS.

ROLL OF HONOR.

San Joaquin School, *Sacramento County:* E. F. Fitch, Teacher.—First Grade—Eva Stickney; Second Grade—Ninion Coons, Effie Stickney, and Neba Marshall; Third Grade—Clarence Curtis, Frank Graham, Lillie Coons, and John Woodbeck; Fourth Grade—Emma Stickney, Mary McConnell, Charles Graham, Nicholas McLaughlin, Frosty Coons, and Joseph Woodward; Fifth Grade—Georgia Curtis, Bennie Coons, Geo. McConnell, and Irvin Woodward.

North San Juan Grammar School, *Nevada County:* G. W. Stoddard, Teacher; Term ending October 30th, 1868: C. Frank McNeill, 98 per cent.; Oscar E. Hill, 96; Edwin Skinner, 96; R. Sammy Lisson, 94; Willie G. Franchere, 93; Harold E. Spooner, 93; Edgar S. McNeill, 90; Lizzie Banks, 93; May Peck, 90.

GREENWOOD SCHOOL, *San Joaquin County:* JOHN DOONER, Teacher.—Lydia M. Lewis, Mary E. Lewis, Mary Fairchild, Nettie Ella Fairchild, Mary Anne Harelson, Mary Harelson, Thomas Lewis, Thomas Hitchcock, Green D. Hitchcock, H. H. Bonham. Unexceptionable Department: Mary Anne Harelson, Martha Harelson, Thomas Hitchcock.

CARNEROS SCHOOL, *Monterey County:* J. P. C. ALLSOPP, Teacher; Term ending June, 1868.—Miss Stella A. McKinley: for Scholarship, 93; for Deportment, 91.

ITEMS.

PHRENOLOGICAL JOURNAL.—This excellent monthly is regularly received. The November number is filled with readable and instructive articles. It is a live magazine, always up with the times, and frequently in advance. With some little abatement on account of its occasional sneers at Christianity, we can heartily commend the *Journal*.

DEPARTURE OF DR. NEWCOMB.—Dr. W. Newcomb, for many years a resident of Oakland, took his departure for New York on the 11th inst. He is to hold the position of Lecturer on Conchology, in Cornell University, where his extensive and valuable collections have been taken.

BROADWAY GRAMMAR SCHOOL.—In the mention of this school in our last issue, it was spoken of in such a way as to imply that it had been in operation for some time. This is not the case. Its existence as a Grammar School commenced with the present term; and whatever degree of success has been achieved is due to Prof. Williams and his corps of assistants.

"THE UNSPEAKABLY INEXPRESSIBLE."—Chinese Chronology embraces long periods, varying from forty-five to five hundred thousand years. These periods are, however, a mere twinkling compared with the Kulpas of the Hindus, whose highest era, called the Unspeakably Inexpressible, requires 4,456,448 ciphers following a unit to represent it.

Will some expert Arithmetician give the readers of the TEACHER the value of this number?

OUR BOOK TABLE.

THE ATLANTIC ALMANAC FOR 1869. Published at the office of the *Atlantic Monthly*. Boston: Ticknor & Field.

This, the second issue of "The Atlantic Almanac," is superior to the first, that of 1868. It contains sixty-eight large double-column pages. Besides the four charming papers from the pen of the editor, the names of some of the most distinguished living American authors appear among the contributors. Twelve steel engravings adorn its pages. The astronomical department is accurate and important. Among other items of interest in this department is a full account of the total eclipse of the sun which will take place in the afternoon of August 7th, showing by diagram where it will be total, etc. Farming

and postal affairs receive due attention. The "Atlantic Almanac" is superior, and every family should have it. It is literary, artistic, scientific, instructive and practical. For sale by H. H. Bancroft & Company.

INDEPENDENT FOURTH READER: Containing a Simple, Practical, Comprehensive Treatise on Elocution. Illustrated with Diagrams; Select and Classified Readings and Recitations; with Copious Notes, and a Complete Supplementary Index. By J. MADISON WATSON. New York: Published by A. S. Barnes & Co. 1868.

There being so many books of this kind already published, another candidate for popular favor will be closely scrutinized. Though the subject affords little room for originality, the arrangement of matter in this work is judicious. The selections are of a character that children from seven to twelve years of age can understand, and in which they will take an interest—a matter too often overlooked in the making of reading books. The interesting treatise on elocution is very clear and sufficiently comprehensive—such as can be easily put in practice. The black-board exercises make a good feature of the book. For sale by H. H. Bancroft & Company, San Francisco.

A MANUAL OF ELOCUTION: Founded upon the Philosophy of the Human Voice. With Classified Illustrations. Suggested by and Arranged to meet the Practical Difficulties of Instruction. By M. S. MITCHELL. Philadelphia: Eldridge & Brother, 1869.

A notice of this book appeared in this journal some weeks ago. We again invite attention to it. For sale by H. H. Bancroft & Company, San Francisco.

A MANUAL OF THE ART OF PROSE COMPOSITION: For the Use of Schools and Colleges. By J. M. BONNELL, D.D., President Wesleyan Female College, Macon, Georgia. Louisville, Ky.: John P. Morton & Co. 1867.

This work has merit of a high order. There are throughout the whole book not only evidences of literary taste and artistic skill, but also of a healthy tone and discriminating judgment, which make it emphatically *a book for the school-room*. It is superior to all books of its class that have been published in this country. To mention all the points of superiority would far exceed the limits of a review notice. One, however, deserves especial mention, viz: its definite and tangible nature, as a book that can be taught—something for lessons, work, and building-up in it. We have books on this subject which present very sensible views, and often good rules for acquiring the art of composing, but many teachers can testify to the unsatisfactory results of these attempts to use them in teaching classes. This is a *text*-book—contains lessons that should be elaborated, not memorized; and it shows *how* to do it. The *how* is the great difficulty in life. It is to learn this that the mechanic's apprentice carefully watches the motions of his master. The arrangement of the matter is judicious, and the general division and presentation of the subject are very happy.

BOOKS RECEIVED.—The following books have been received and will be noticed after an examination of their contents:

THE YOUNG STUDENT'S COMPANION: Or Elementary Lessons and Exercises for Translating from English into French. Philadelphia. Eldridge & Brother. A. Roman & Co., San Francisco.

A TREATISE ON PHYSIOLOGY AND HYGIENE: For Schools, Families and Colleges. By. J. C DALTON, M.D., Professor of Physiology in the College of Physicians and Surgeons, N.Y New York: Harper & Brothers. 1868. A. Roman & Co., San Francisco.

MENTAL SCIENCES: A Compendium of Psychology and the History of Philosophy. Designed as a Text-book for High-schools and Colleges. By ALEXANDER BAIN, M.A., Professor of Logic and Mental Philosophy in the University of Aberdeen. New York: D. Appleton & Co. 1868. A. Roman & Co., San Francisco.

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State Normal School.

BOARD OF TRUSTEES.

H. H. HAIGHT.....Governor.
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J. M. SIBLEY.....San Francisco.

TEACHERS.

Rev. W. T. Lucky, A.M.....Principal.
H. P. Carlton.....Vice-Principal.
Miss E. W. Houghton.....Assistant.
Mrs. D. Clark.....Assistant.

The Twelfth Term will commence on the 1st day of July, 1868. All candidates for admission must be present at that time. The regular exercises will commence on the 6th of July.

COURSE OF STUDY.

REQUISITES FOR ADMISSION.

To secure admission to the Junior Class, Second Division, applicants must pass a written examination on the following subjects, viz.:

Eaton's Common School Arithmetic—to percentage.
Eaton's Intellectual Arithmetic.
Greene's Introduction to English Grammar.
Willson's Fourth Reader.
Spelling; Penmanship.

Applicants for an advanced Class will be required to pass an examination on the studies previously pursued by that Class.

Junior Class—*First Session.*

Arithmetic—Eaton's Common School—complete.
Grammar—Quackenbos'—begun.
Geography—Guyot's Common School.
Reading—Willson's Fifth Reader.
Moral Lessons—Cowdery's.
Spelling—Willson's Larger Speller.

Junior Class—*Second Session.*

Arithmetic—Eaton's Higher.
Grammar—Quackenbos'—complete.
Rhetoric—Boyd's.
Physiology—Cutter's Elementary.
History—Quackenbos'.
Vocal Culture—Russell's.
Book-Keeping—Payson & Dutton's Single Entry.
General Exercises throughout the Junior Year—Penmanship; Object-Lessons; Calisthenics; Methods of Teaching; School Law; Composition and Declamation.

Senior Class—*First Session.*

Arithmetic—Eaton's Higher—reviewed.
Algebra—Robinson's Elementary.
Grammar—Greene's Analysis.
Natural Philosophy—Quackenbos'.
Physiology—Cutter's Larger.
Rhetoric—Boyd's.
Natural History—Tenney's.

SENIOR CLASS—*Second Session.*

Botany—Gray's.
Physical Geography—Warren's, with Guyot's Wall Maps.
Normal Training—Russell's.
Geometry—Davies' Legendre—five books.
English Literature—Shaw's.
Book-Keeping—Payson & Dunton's Double Entry.
General Exercises—Same as in Junior Year.

REGULATIONS OF THE STATE NORMAL SCHOOL.

Adopted by the Board of Normal School Trustees, March 28, 1868.

1. All pupils, on entering the School, are to sign the following declaration of intention:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

Male candidates for admission must be at least eighteen years of age; and female applicants at least fifteen years of age; and all must possess a good degree of physical health and vigor.

2. No person whose age exceeds thirty years shall be admitted to the School except teachers who are fitted to enter the Senior Class.

3. Whenever the number of applicants from any county shall exceed the number to which that county is entitled by law, the applicants shall pass a competitive examination before the County Superintendent, and the County Board of Examination; which examination shall be conducted in the same manner as county examinations for third grade teachers' certificates. The persons passing the highest examination shall be eligible to admission in the order of their standing in examination.

4. All applicants are required to present letters of recommendation, and certificates of good moral character, from the County Superintendent of the county in which they reside.

5. All new applicants shall present themselves for examination at least three days previous to the regular day of each term commencement; and no pupil shall be admitted during term time, except in the case of teachers who hold at least second grade State or County certificates.

6. The Principal of the School shall keep a register of the attendance of pupils, and shall report monthly, to the Secretary of the Board, the whole number enrolled, the average number belonging, the average daily attendance, the percentage of daily attendance, and such other statistics as may be required by the Executive Committee of the Board.

7. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one term of five months.

8. The Normal School shall be divided into two classes: Junior and Senior —each divided into two divisions.

GENERAL INFORMATION.

The time for completing the Normal School course is two years, each divided into two terms of five months.

There will be Written Examinations and Public Exercises at the close of each term. The Graduating Exercises will be in May.

Pupils will be required to furnish their Text Books. Books for reference will be furnished by the State. Good boarding can be procured at about twenty-five to thirty dollars per month.

Applicants will please read attentively the "Regulations" as given above particularly the Fourth and Fifth.

All graduates will be required to pass an examination on the entire course. Those who complete the studies of the Junior Class will be entitled to certificates of qualification, for teaching schools of Second and Third Grade.

For additional particulars, address

REV. WM. T. LUCKY, A. M., PRINCIPAL, San Francisco.

THE

CALIFORNIA TEACHER.

JANUARY, 1869.

Vol. VI. SAN FRANCISCO. No. 7

HOW WE APPEAR TO THE ENGLISH.

NOTWITHSTANDING Mr. Frazer's very evident desire to deal impartially with us, he cannot quite bring himself to a proper point of disinterestedness, when opportunity offers for comparing American with English educational matters.

As before remarked, many of his opinions are based upon the mere reading of reports. Now, solid statistics certainly afford the very best data for the formation of opinion, but the passionate, sensational, exaggerated paragraphs which abound in the reports of the State and City Superintendents of our country are not wholesome food for speculative digestion.

On the strength of several lugubrious paragraphs, culled from the reports of the Superintendents of New York, Boston, and Philadelphia—one deploring the fewness of the pupils at the High School; another, *guessing* that that immigrant trap, New York, has tens of thousands of children who leave school without entering the grammar schools; and a third setting forth the fact, that the classes of the Free Academy of New York dwindle very fast to insignificant numbers—he says to his English readers: "It will be seen at once, from these figures [statistics showing how many boys and girls attend the three high schools of Boston] what a very small proportion of the number of children nominally educated under the common school system receive the complete education which that system contemplates—how many boys and girls must carry away with them into ordinary life no more knowledge than every boy and girl can carry away from an average English elementary school; and, that, if it be true, as it very likely is, that there are very few Americans who cannot read and write, there must be a considerable number who, in the way of literary accomplishments, can do nothing more."

Mr. Frazer has already acknowledged that "the average American stands on a vantage ground in respect to the average Englishman." If, then, so *many* Americans can do nothing more than merely read and write, what must be the condition of the same proportion of Englishmen who have had the benefits of their elementary schools? The true answer to this interesting question was lost sight of by the Rev. gentleman when he penned the above paragraph, for although he says only that American boys and girls *do* carry away no more than English boys and girls *can* carry away from their respective schools, yet, this strict construction is not what he intended, for he is not considering the respective merits of English and American schools, but the comparative educational conditions of the English and American children.

Just here, it will interest us to listen to English authority of a high grade on the educational condition of the children of English cities. Sir J. Kay Shuttleworth, Bart., in his Report of the National Conference on Education, held at Manchester, in 1868, says: "Before the Manchester Conference a complete examination was made, from house to house, of a block of Manchester, containing 92,317 inhabitants. [Think of it—two-thirds of the population of San Francisco jammed into a single block!] In this district there are 7,855 children, from three to six years of age, of whom fifty-one per cent. have not yet been to school. There are 8,733, from six to ten years of age, and twelve per cent. have not yet been to school. There are 8,051, from ten to fourteen years of age, and 8.3 per cent. of these have not been to school, so that a very small proportion of children entirely escape the schoolmaster. [This is the *bright* side.] But, if we look a little more closely at this return, we shall see that the *instruction gained by most of these children is of very little value.*" Then, after a little generalizing, the baronet goes on to say that, "the general result of this Manchester inquiry may be stated thus: from 8 to 10 per cent. of the children of the poor never see the inside of a day school; 15 per cent. of the scholars have an average of 5.8 years of instruction, whilst the remainder (75 or 77 per cent.) *do not average more than two years.*" When we consider that this two years includes attendance at infant schools, (beginning at three years of age, probably in the sucking classes,) and includes also a range of eleven years of life, we are not surprised to learn that "*one half of the scholars are no more fitted for the actual duties of life than if they had never heard of her schoolmistress.* On the contrary, [It must be remembered that we have been listening to the *favorable* side,] taking these returns in connection with the reports of her Majesty's Inspectors, we are quite prepared for the otherwise startling announcement that, so far as this district of Manchester is concerned, 'all our educational efforts—Sunday schools, night schools, and literary institutes included—*still leave* 24.8 *per cent. of our youths unable to read, and*

58.5 *unable to write.*' [Just try to imagine what sort of *reading* these last must be capable of.] And, since similar announcements have been made with respect to Birmingham, Liverpool, and Glasgow, there is every reason to fear *that the description applies to the large towns generally.* Nor, can we hope that, so far as England is concerned, *the inhabitants of the agricultural districts fare much better.*"

How I would like to compel these lugubrious superintendents, who write sensational reports, to superintend and report upon the educational affairs of English cities.

In a marginal note, Mr. Frazer quotes from the prison statistics of Massachusetts to show, that in 1862 there were committed 9,705 persons, of whom nearly 2,000 could neither read nor write. Candor compels him to mention the little circumstance that two thirds of all committed are foreigners, but he hits us a little rap in a sort of mechanical, unconscious way, by immediately adding, "but it would be going too far to assume, that all of the two thousand ignoramuses were of foreign extraction."

Now, this single remark shows how great credit Mr. Frazer is entitled to for every instance of just praise he accords us, since it exhibits the strength of his prejudices against us, and, consequently, the greatness of the efforts it must have cost him to be favorable to us. No man who has the ability to write so able a report as this, in two months, hasty and disconnected as it is, could fail to see that if the ignorance of the above two thousand, coupled with the fact that two thirds of all committed are foreigners, is significant of anything at all, it shows that this great ignorance must be largely due to the presence of so many foreigners. If, on making a cake of one third Oregon and two thirds California flour, we should find some quality in excess, it would be fair to attribute that excess to the California flour, although there may be no doubt that the same quality resides, to some extent, in the Oregon flour. No doubt there were some native Americans among the two thousand, but it is fair to suppose that the peculiarity noted, ignorance, must be attributable to the predominating ingredient, foreigners.

After exhibiting several tabulated statements concerning the percentage of attendance on the number enrolled, the agent of the Parliamentary Commission introduces the following remarks, with the words "Startling Fact" conspicuously placed, as if he had met with them frequently in American reports, and quoted them on that account:

"It will be seen, that the American figures present a state of things even worse in this respect than we are accustomed to, and deplore at home. * * * In my report to the Duke of Newcastle's Commission, I drew up a similar table, exhibiting the same facts with reference to the agricultural district which had been assigned to me, and it there appeared that the percentage of average attendance upon the whole number enrolled was .73.

Anyhow, it would seem that the condition of schools in America, as respects both the percentage of attendance and the period of attendance, is no better than, indeed, hardly as good as, the average condition of schools among ourselves. Of course, this is no matter for exultation; but it may, at least, dispose us to acquiesce in a shortcoming which appears inevitable, and teach us that under all systems there will remain a mass of apathy, thriftlessness and ignorance, against which it is certainly our duty to fight, but which it is in vain to hope ever effectually to subdue."

The Reverend gentleman certainly took his conscience by the throat when he wrote this. Such comparisons and deductions are hardly worth treating seriously. The very tables exhibited show that, in New York 70 per cent. of the whole number of school children are enrolled; in Ohio, 74 per cent.; and in Massachusetts, 94 per cent. Boys and girls are called school children in the reports, until eighteen, and even twenty-one years of age. Hence, the average upon enrollment with us is not very far behind the average upon the total number of the young, up to maturity; while in England, having no public school system, (in our sense of the term) no superintendents, and no statistics, no real comparison can be drawn.

But, even if we accept the Manchester inquiry, and Mr. Frazer's investigation in the rural district assigned to him, as sufficient grounds upon which to build an induction concerning these things in England, still, there are no data for comparison, for the Manchester investigation excluded all but the very poor, and in so far was unfavorable to the English side, while, at the same time, it excluded all over fifteen years of age, and thus erred in the opposite direction. The base of Mr. Frazer's percentage of attendance was, of course, only the number of children actually enrolled. Nominally then, our bases are the same, but the real and very apparent difference between these bases is what constitutes the unfairness of Mr. Fraser's comparison. With us, as before remarked, the enrolment includes a very high percentage of the total number of our youth, for our reports include them up to eighteen, when they are plainly past the common school age. In the case of the rural district whose educational affairs were investigated by Mr. Frazer, we can only *guess* at the proportion of the total number of their youth enrolled.

The highest English authority at our command says, that there is no reason to hope that the inhabitants of the agricultural districts fare much better than the towns, of which Manchester is taken as a fair sample. Now, bearing in mind the facts revealed by the above investigation, viz: that 75 or 77 per cent. of the poorer sort were at school only two years, beginning at three years of age; that all the youth over fifteen years of age were not counted as school children, and that about 10 per cent. never see the inside of a school; we see that Mr. Frazer's base was made up of about 15 per cent. of the poor children, plus what-

ever increment that percentage might gain on account of the probable better attendance of the wealthy, minus the youth over fifteen and under eighteen years of age. With such a base as this the average attendance might be very high in figures, but very low in fact; and, indeed, we are informed by the same authority that when the Social Science Congress met in Manchester, in 1866, the Education Aid Society reported that not much more than half the children between five and fourteen years of age were even on the school books, and that the average attendance was not more than 40 per cent. of the school children; even *these* figures exclude all youth over fourteen years of age.

In connection with this topic, the agent naturally adverts to "the twin evils," absenteeism and tardiness. He quotes gloomy passages from reports written in what he calls, and truly, *passionate* language, but seems to be in blissful ignorance of the fact, that the major part of all our absenteeism, as has been well set forth by a contributor to the *North American Review*, in the January number of this year, is chargeable to immigration.

The *cheapness* of American education elicits Mr. Frazer's wonder. After giving the cost of tuition per pupil in various cities of our country, he says: "It is evident, that economy must be carefully practised to secure such results at so small a price. It is practised chiefly under the head of 'teacher's salaries.' The highest salary of a teacher in any class of school that I met with in the United States is the salary of the Principal of the Free Academy of the City of New York, and that is only $4,000 a year. I must have astonished the school teachers of Ohio—I hope I did not make them dissatisfied with their position—when I told them, in my sketch of the school system of England, that the net income of the head master of Eton was probably $25,000 a year—of the head master of Harrow, even more. Such remuneration never enters into the head of American teachers, even in dreams."

After copying certain figures from various city reports, he concludes the average cost per pupil in the United States is about one third the estimated cost of educating a *laborer's* child in England. Here are some more interesting extracts on the subject of salaries: "I pass on to consider the position, qualifications, and duties of a body of men and women upon whose competency and behavior the condition of education in the United States depends, far more than on the united efforts of State Commissioners, Boards of Education, local superintendents and trustees. 'As is the teacher, so is the school,' is a maxim, the truth of which is as fully recognized in America as in England. That the schools in so many districts are not equal to what they ought to be, is set down with an almost unanimous consentience of testimony to one principal cause—the inefficiency of the teachers. And this is as unanimously accounted for by the mis-

erably low rate of stipend with which their services, in so many instances, are remunerated. The salaries of these teachers are in no case—measured by our English standard—high; and, in many cases, they are miserably low. I have already mentioned that the highest salary, so far as I am aware, paid to any school functionary in the United States, is that paid to the Principal of the Free Academy of New York, which is $4,000 a year. The lowest salaries of female teachers in rural schools frequently do not exceed eight or ten dollars a month, exclusive of board—the teacher, in these cases, being 'boarded round,' as the phrase is, at the houses of the farmers, where, I am told, she is treated with great respect, and has the best room in the house assigned for her occupation, and is an occasion to the good housewife for producing her daintiest fare. Indeed, it is the low range of salaries, acting powerfully as a motive upon the general restlessness of the American temperament, which produces those rapid and continual changes in the teaching staff of the schools, the effects of which are so deeply and so unanimously deplored. It is calculated that, on this account, one fourth of the money devoted to school purposes is wasted. To find a body of teachers who intend to make teaching their business for several years excites surprise; and yet, it is felt and acknowledged that a teacher is worth twice as much the second term as the first."

Here follows a funny table, constructed by some stingy committee man of Swampscott, Mass.:

A FEMALE TEACHER'S ANNUAL EXPENDITURE.

Board, 45 weeks at $2.75 per week	$123 75
Washing, at 50 cents per doz	13 00
Fire and lights	8 00
Clothing, $55; boots and shoes, $13; bonnets, $13	81 00
Books, lectures and stationery, $5; pew rent, $3	8 00
Traveling expenses, $10; incidental, $6.25	16 25
Total	$250 00

According to the above estimate, a "female teacher" isn't allowed to live but forty-five weeks a year. At fifty cents per dozen, the *ball* allows her twenty-six dozen a year, which goes to show that she is expected to wear lots of dark calico. The eight dollars' worth of fire is intended to fry her solitary salt pork and pancakes and boil her tea, when her forty-five weeks' boarding have expired. Clothing, fifty-five dollars—the generous fellow! what would a city servant girl say to that? Bonnets, thirteen dollars, is very generous, as the article is not now worn; but, pew rent, three dollars, is exhorbitant, considering what they actually *do* pay. Of course, we know what this model of modesty means by *incidentals*, but, $6 25 wouldn't pay for the single item—waterfall.

I will conclude this paper by copying several more of the interesting extracts which abound in this report:

"Good spelling is not said to be the forte of Americans generally. New York Commissioners, who examine teachers constantly, report their sins against orthography. The Providence schools have a high character for the accuracy of their spelling. One of the Professors of Brown University told me that he noticed a marked superiority in this respect in students who had been educated in the Providence schools to those educated elsewhere. There is a colored intermediate school, whose performances are quite wonderful in this way. Mr. Northrop, the agent of the Board of Education in Massachusetts, has mentioned in one of his reports the fact of his setting the children in this school seventy-five of the hardest words he could find in their spelling book, and of their being spelt without a mistake. I saw something of a similar kind myself. I don't think the phonic method is used in Providence. The ancient method, by spelling books, of trusting to the eye and memory, is preferred. Words are spelt fluently and correctly, of the meaning of which the speller has not the remotest notion. I heard a little girl of eight spell 'impermeability,' 'stereotypography,' 'parallelopipedon;' she was not, however, nearly so quick when I dissected the words, in spelling 'permeate,' 'typography,' 'parallel.' A certain amount of mechanical process is, I believe, necessary in teaching both reading and spelling, but I thought the Providence method, though producing some marvellous results, a little *too* mechanical."

Speaking of our *mixed schools*, Mr. Frazer explains the meaning of the term *mixed* to his English readers by using the euphonious synonym, "Higgledy Piggledy." As the first syllable in the latter part of the word plainly refers to the children, would it not be sensible to include the teacher in the term, by changing it to "Hoggledy Piggledy?"

"I will leave the educational authorities of Canada to speak of one blemish in text-books published in the United States, which I did not notice to any serious extent myself, but which, if true, constitutes a considerable defect in a moral point of view —it is that in their exuberant patriotism they not unfrequently distort historic truth. 'In regard to the exclusion of American text-books from our schools,' says the Chief Superintendent of Education in Upper Canada, 'I have explained, as I have had opportunity, that it is not because they are foreign books simply, that they are excluded, although it is politic to use our own in preference to foreign publications, but because they are, with very few exceptions, anti-British in every sense of the word. They are unlike the school books of any other enlightened people, so far as I have the means of knowing. The school books of Germany, France, and Great Britain contain nothing hostile to the institutions, or derogatory to the character, of any other nation. I know not of a single English school book in which there is an allusion to the United States not calculated to excite

a feeling of respect for their inhabitants and government. It is not so with American books. With very few exceptions, they abound in statements and allusions prejudicial to the institutions and character of the British nation. And, as to the influence of such publications, I believe, though silent and imperceptible in its operations, it is more extensive and powerful than is generally supposed. I believe such books are one element of powerful influence against the established government of the country. From facts which have come to my knowledge, I believe it will be found, on inquiry, that in precisely those parts of Upper Canada where United States books had been used most extensively, there the spirit of the insurrection of 1837 and 1838 was most prevalent.'

"It is certainly too much the fashion in America to speak contemptuously of the social condition and institutions of other peoples. As I write, my eye falls on a passage in the Annual Report of the School Commissioner of Rhode Island, who is apt to use rhetorical language, penned under the influence of excited feelings, which almost justifies the above strong statement of Dr. Ryerson."

The froth of mere rhetoric, as it is made to effervesce by the frantic attempts of superintendents to write emotional reports, is plain enough to Mr. Frazer when Britain is attacked but he takes it all for solid sense when it whines and scolds about American affairs.

"'Here,' says the Commissioner, 'we have free labor, free schools, and a free people. No man so poor, no man so low, but he may, if he chooses, clothe himself with power, and crown himself an aristocrat! Here, the people pledge themselves unconditionally, and incontrovertably, (whew!) to the maintenance of the Constitution and the laws. Elsewhere, free labor is a degradation, free schools are a by-word, and a free people an absurdity.' (And so on.) I add another picture of ourselves, drawn by the hand of a School Committee in Massachusetts."

Then follows another highfalutin tirade, which it is not worth while to copy. This one, however, is specifically against England, and, on that account, so greatly interested Mr. Frazer.

B. M.

SCHOOL-ROOM MOTTOES.

Do one thing at a time.
What you do, do thoroughly.
Not *how much*, but *how well*.
Study to be quiet.
Mind your own business.
Be gentle; be courteous.
Work while the day lasts.
Always ready.
As we sow, so shall we reap.
A tree is known by its fruit.
Diligence insures success.
Speak the truth; act the truth.
I *can* if I *will*.
He liveth long who liveth well.
Be kind to each other.
Thou, God, seest me.

Department of Public Instruction.

PROCEEDINGS OF THE YOLO COUNTY TEACHERS' INSTITUTE.

Pursuant to notice, the Yolo County Teachers' Institute convened at Hesperian College, in Woodland, on Thursday, the 19th of November, 1868, and was promptly called to order by Superintendent R. R. Darby, and further organized by electing J. C. Ball, and F. C. Baker, Secretaries. A. H. Pratt and W. F. Dickinson were appointed critics. Professor J. M. Martin, F. X. Miller, and J. M. Goode were appointed a Committee on Resolutions, with instructions to report on Saturday morning.

A resolution affirming the necessity of corporal punishment in school was introduced by J. C. Ball, and discussed at length. The discussion on this resolution was very spirited, and took up the time to adjournment, and further discussion was deferred until Friday morning.

On motion, Institute adjourned.

Friday, Nov. 20, 1868—9 o'clock A. M.

Institute met, and was called to order by Superintendent Darby. Roll called, and notwithstanding the inclemency of the weather, a large number of teachers were in attendance. Minutes read by the Secretary, and approved.

Superintendent Darby then arose, and in a clear and forcible manner, delivered the following excellent address:

ON EDUCATION.

Ladies and Gentlemen—It affords me sincere pleasure to meet as many teachers and friends of education as are present to-day. We meet by a wise provision of law to deliberate upon the great principles that underlie all society, and form the index to our social and political systems. We have not met to promote our own interest or pleasure, but the interests of those to be committed to our charge to be prepared to act their part in the drama of life; and next to the sacred precepts of a mother, the teacher wields the greatest influence in shaping the character and destiny of the child, and that too, at an age when the mind is most susceptible of indelible impressions. In the performance of our daily routine of schoolroom duties, we are treading on chords that will vibrate through eternity, and we cannot well over-estimate the responsibilities that rest upon us as educators of the young, if we fully comprehend the meaning of the word educate, which is derived from two small Latin words, *E*, from or forth, and *duco*, to lead, and means to lead forth, to draw out, to develop morally, physically and intellectually. It is not enough that we teach our pupils to read, to write, and to solve all the problems in the text-books, but to educate them in all that is requisite to qualify them to solve the great problem of life with honor to themselves and the age in which they live.

We should deem it a high privilege to meet together under circumstances as favorable as surround us to day, and engage in a free interchange of opinions, thoughts and suggestions, and avail ourselves of each others' experiences to better qualify us for the discharge of the responsible duties that devolve upon us. We should feel thankful for a school system that affords us such privileges, and venerate those bright intellects and scholarly attainments that have been devoted to making it what it is, and are still at the helm, keeping it up

with the progress of the age. To-day its picture is as promising as the past has been satisfactory.

Since the last annual meeting of the teachers of Yolo County, a change has taken place at the head of the State Department. The choice of a guardian for the educational interests of the State had just been submitted to the intelligent voters of California, and the popular verdict was against Mr. Swett, and he retired from office amid the rejoicings of his enemies and the regrets and misgivings of his friends, who predicted radical change in our school system, which they believed he had brought to that *ne plus ultra* of perfection at which any change must be for the worse. During the heated political contest that immediately preceded the retirement of Mr. Swett from office, severe strictures upon his official conduct were indulged in by his political opponents; but, I believe all, to-day, are willing to cast the mantle of charity over his errors, and admit that his administration forms a page in the history of our schools of which we may feel justly proud. His successor has been in office now almost a year, and has fully met the most sanguine expectations of his most ardent admirers, and disappointed those only who predicted evil and have received good. He is here to-day, with his warm heart, his genial spirit and high scholastic attainments, fully devoted to the cause of education.

Of our own county of Yolo, I can speak with pleasure and with pride. Those who were present at our last Institute remember a committee being appointed to circulate petitions to be signed by the tax-payers of the county, praying the Board of Supervisors to raise the county school-tax from twenty-five cents to thirty-five cents on the one hundred dollars, which is the maximum allowed by law. Those petitions were signed by nearly every man to whom they were presented. The Supervisors acted in accordance with their prayer; the tax was levied, and has been collected, and I have never met but one man that objected to it. It is now with the teachers to see that the children receive an equivalent for their money.

And now, in conclusion, I desire to express my approbation, and return to the teachers of the county my sincere thanks for the uniform kindness and courtesy I have met with at their hands, and on this occasion to express the hope that our future intercourse will be as profitable as our past.

At the close of the address, Superintendent Darby invited State Superintendent O. P. Fitzgerald to take the chair, on doing which he delivered a few eloquent remarks by way of encouragement to the Institute.

The resolution relating to corporal punishment was then taken up and discussed by J. Coates, J. C. Ball, R. R. Darby, Prof. J. M. Martin and J. Bagnall, and passed, after an able review of the arguments, *pro and con*, by the President.

E. J. Schellhouse introduced the subject of Grammar, pending which a motion to adjourn prevailed, and the Institute adjourned to 2 o'clock.

AFTERNOON SESSION.—2 o'clock, P. M.

The State Superintendent in the chair.

Roll called. Minutes read and approved. Critics reported, making some good hits and merited corrections.

The subject of Grammar was resumed by Dr. Schellhouse and Prof. Martin, the former contending for his system and the latter against it.

A. H. Pratt's lecture on Algebra coming up in regular order, the subject was ably handled by that gentleman, who showed himself, though young, to be no tyro in the science.

Prof. H. Hollo, and his class in music, favored the Institute with a few patriotic airs, well executed, exhibiting great proficiency on the part of the learners.

On motion, adjourned to meet at 7 o'clock P.M., at Templar Hall.

EVENING SESSION—7 o'clock P.M.

Institute met pursuant to adjournment. Superintendent Darby in the chair.

Roll call, and reading of minutes dispensed with.

After singing, by the class of Prof. Hollo, Superintendent O. P. Fitzgerald eloquently delivered an able address on the subject of Schools and Education, at the close of which the Institute tendered him a hearty vote of thanks for the interest manifested in the proceedings of the Institute.

Adjourned with music by Prof. Hollo's class.

SATURDAY, Nov. 21st, 1868—9 o'clock A.M.

Institute met. Superintendent Darby in the chair.

Roll called. Minutes read and approved.

Prof. G. N. Freeman took up the subject of Mental Arithmetic, and by class exercise clearly demonstrated the high importance of giving early attention to this branch of science. The Professor's lecture occupied an hour, which well repaid the listeners.

F. E. Baker then ably conducted a class in Written Arithmetic, showing himself to be master of his subject, and which called out much valuable information deduced from the experience of the teachers present. At the close of Mr. Baker's lecture, Supt. Darby offered a few excellent thoughts on the subject.

J. A. Bissell gave, by special request, a short lecture on penmanship, which was well received, and, we think convinced those teachers who are not already convinced by experience, of the folly of attempting to teach penmanship in the old fashioned way in school.

E. J. Schellhouse offered a lecture on Elocution, but, before proceeding far, however, he asked, and obtained leave to conclude by reading "A Paper on Education," after recess.

Judge M. A. Woods was loudly called for, and in response, by class exercise, showed the Institute that he himself was not only an elocutionist, but that he knew how to teach it to others.

After music by the class of Professor Holo, the Institute adjourned.

AFTERNOON SESSION.

Institute met. Superintendent Darby in the chair.

Roll called. Minutes read and approved.

E. J. Schellhouse, by leave, read a lengthy "Paper on Education."

The critics made an able report, in which they justly censured that which was wrong, and applauded fairly wherever merit was exhibited.

The report of the Committee on Resolutions was then taken up as the special order, and after a spirited discussion, participated in by Professors Martin, Baker, Dickinson, Ball, Pratt, and Coates, the first of the series, affirming "that the self-reporting system, as practiced in schools is detrimental to the morals of the pupils," was lost.

The following resolutions were passed:

WHEREAS, in order to maintain an efficient Public School system, it is necessary that the co-operation of parents and others, outside our immediate profession, be secured; therefore,

Resolved, That we feel it to be our duty to promote the circulation of the CALIFORNIA TEACHER as a means of diffusing information and exciting interest in education.

Resolved, That Quackenbos' Grammar fails to meet the wants of our Public Schools.

Resolved, That the study of Physiology should be encouraged, and should be begun at an earlier age than it usually is in our Public Schools.

Resolved, That corporal punishment should be used as a means of correction in schools.

Resolved, That the study of Natural History should be introduced in our Public Schools.

Resolved, That the frequenting of saloons, and tippling, should be sufficient cause for revoking teachers' certificates.

By W. F. Dickinson:

Resolved, That the thanks of the Institute are hereby tendered to Professor H. Hollo for sweet music discoursed by his admirable class during the sessions of the Institute.

By J. C. Ball:

Resolved, That the thanks of the Institute be, and are hereby tendered, to Professor J. M. Martin, and the Faculty of Hesperian College, for the use of the College Buildings during the sessions of the Institute.

By F. E. Baker:

Resolved, That the thanks of the Institute are hereby tendered to Superintendent R. R. Darby, for the able and impartial manner in which he has presided over the deliberations of the Institute.

By A. H. Pratt:

Resolved, That the thanks of the Institute are hereby tendered to J. C. Ball, for the prompt and efficient manner in which he has discharged the duties of Secretary of the Institute.

Judge M. A. Woods moved that an abstract of the minutes of the proceedings of the Institute be furnished the CALIFORNIA TEACHER, and our county papers, for publication.

After the usual vote of thanks to the officers, the Institute adjourned under the sound of sweet music discoursed by Professor Hollo's class.

J. C. BALL, Secretary.

EL DORADO COUNTY TEACHERS' INSTITUTE.

FIRST DAY.

PURSUANT to call of the Superintendent, the Teachers' Institute met in the Court Room of the Court House building, at 10 o'clock A.M., October 27th, and was called to order by the Superintendent, who made a few remarks, on taking the chair, touching the objects of Teachers' Institutes, and of the one just convened, especially.

The Chairman having concluded his remarks, the organization of the Institute was completed by the election of Mr. D. B. Merry, Vice-President, and Messrs. W. A. Yates and H. R. Wilson, Secretaries.

A. H. McDonald was, on motion, appointed by the Chair as Committee on Introductions.

On motion, all friends of education present were invited to enroll themselves as members of the Institute.

The Chair, on motion, appointed a Committee on General Exercises. The committee consisted of Messrs. J. P. Munson, C. W. Childs, H. R. Wilson, J. H. Miller and A. H. McDonald.

After an intermission of thirty minutes the Committee on Order of Exercises made a partial report, which, on motion, was received and adopted, and the committee granted further time for completing their report.

The Chair, having been authorized by vote to appoint a Committee of Critics for each day, selected Mr. Geo. F. Mack and Miss Kennedy, with instructions that they report at the conclusion of the evening's exercises.

The proceedings of the morning session closed with an interesting discussion upon School Government, in which most of the members present took part.

On motion, the Institute adjourned to meet at 7 o'clock P.M., at the Methodist Church.

EVENING SESSION.

At 7 o'clock P.M. the Institute re-assembled at the M. E. Church, and was called to order by the President. The roll having been called, the County Superintendent delivered an address to the Institute.

On motion, the subject of School Government, briefly discussed in the forenoon, was re-introduced and debated at some length. An interchange of views followed, upon the best methods of preventing tardiness and securing regular attendance upon the part of pupils.

An Essay was then read by Mr. W. A. Yates: Subject—"The End and Aim of an Education."

The critics appointed for the day made their report, which, on motion, was received, and the committee discharged.

The Chair appointed Mr. H. R. Wilson and Mrs. N. R. McDonald critics for the ensuing day.

On motion, the Institute adjourned to meet at 9 o'clock A.M., in the Grammar School Room, basement of the M. E. Church building.

SECOND DAY.

The Institute met in the Grammar School Room, and the exercises opened with prayer by Rev. Mr. Dryden. The roll was called and the minutes of previous day's proceedings read, and, on motion, adopted.

The subject of Arithmetic was introduced, and an interesting discussion ensued upon the comparative merits of the various methods of teaching it now in use, in which a number of teachers present took part. Mr. D. B. Merry, by request, formed the teachers into a class and explained to them his method of teaching fractions. The class displayed a marvellous precocity, and their teacher skill in imparting knowledge.

During a recess of thirty minutes, Mr. McDonald introduced a class in Calisthenics, whose exercises reflected credit upon themselves and their teacher.

Mrs. McDonald, after recess, introduced a class in spelling, by way of illustrating her method of teaching that important branch of knowledge, which was followed by an interchange of views, and a comparison of methods of teaching it, as entertained and practiced by the several teachers taking part in the discussion.

EVENING SESSION.

The Institute met in the M. E. Church. Superintendent Hill in the chair. Prayer was offered by Rev. C. C. Pierce, after which the roll was called.

Mr. J. P. Munson read an essay on Grammar. A discussion followed upon the subject of the essay, participated in by several teachers and others present.

An interesting debate arose upon "The benefits derived from periodical declamations, recitations, and exercises of a similar nature, in our schools," at the conclusion of which the Institute and audience were entertained and edified by an able and practical address, from Rev. C. C. Pierce, Superintendent of Placerville City Schools, upon the nature and advantages of our Common School system, and what should be the purpose and object of any and all systems of education.

The Institute, on motion, tendered Mr. Peirce a vote of thanks for his impressive and instructive address.

The report of the critics was read. On motion, the report was received and the committee discharged.

The Chair appointed as critics for the following day, Mr. C. W. Childs and Miss Louisa M. Smith.

On motion, the Institute adjourned.

THIRD DAY.

The Institute met at the usual hour, and was called to order by the Chairman.

After singing, the roll was called, which was followed by an essay by Mr. W. Childs, on Penmanship. Mr. Childs explained at some length several systems of penmanship, showing their points of difference, and recommending the semi-angular as preferable to any other style. After some discussion upon the relative merits of different styles of penmanship, the following resolution was read, and, on motion, adopted:

Resolved, That in the opinion of this Institute the semi-angular system of writing should be adopted in the schools of this county.

After a recess of fifteen minutes the subject of Grammar was re-introduced, upon which an interesting and profitable discussion arose. Mr. McDonald, Principal of the Placerville Grammar School, brought in a class and demonstrated his method of teaching Grammar by the use of Clark's Diagrams.

The State Superintendent, Hon. O. P. Fitzgerald, arrived and was introduced to the Institute. He made a few remarks, at the conclusion of which the session was, on motion, adjourned.

EVENING SESSION.

The Institute convened in the M. E. Church. A choir was improvised for the occasion, and the exercises were opened with singing and prayer.

After prayer by Rev. Mr. Newell, of the Presbyterian denomination, Hon. O. P. Fitzgerald, the State Superintendent, was introduced to the audience and delivered an address characterized by correct taste, eloquent sentiments, liberal ideas, and a just and intelligent appreciation of the duties and responsibilities appertaining to his high official position. The address was received by his hearers with evident marks of gratification.

There being no further business for the evening, the audience was dismissed by the Chairman.

FOURTH DAY.

The Institute met and was called to order by the Chairman at the usual hour.

The exercises were opened with singing and prayer. The roll was called, and the minutes of the previous day read, and, on motion, adopted.

The committee on criticism for the day previous, whose report had been deferred, now read their report, which, on motion, was received, and committee discharged.

Miss Georgie Kinney and Mr. J. H. Miller were appointed critics for the day.

A poem, author unknown, admirably written, and presenting

a graphic and amusing picture of pedagogic life, was well read by Mr. Childs. A discussion ensued upon the subject of Reading and Elocution, which, all agreed, was one of importance, and should be well understood by teachers, to be successfully taught in our schools.

The following resolutions were read by the Secretary, and each was, on motion, adopted as read:

Resolved, That Quackenbos' English Grammar is not a text-book suitable to be used in our Common Schools.

Resolved, That in the opinion of this Institute, the use of diagrams, as arranged and explained by S. W. Clark, is an efficient aid to the study of English Grammar, and should be introduced into the schools of this county.

Resolved, That as a text-book on Parsing is much needed in our schools, we recommend Wells's Parsing Book as a work which meets the demand, and which we would adopt as one of the series of text-books now in use.

Resolved, That this Institute of the Teachers of El Dorado County recommend an amendment to the Revised School Law, providing for semi-annual sessions of County Boards of Examination throughout the State.

Resolved, That the teachers belonging to this Institute, and the members of the profession generally throughout the county, do form themselves into a society to be called "The El Dorado County Educational Society," and that a called meeting be held at the close of this morning session of the Institute, for the purpose of appointing a committee to draft a Constitution and By-Laws for the government of said society.

After a brief recess, an essay on Book-keeping was read by Mr. Creighton, and some discussion followed upon the subject of the essay, and the practicability of its introduction generally in our schools.

On motion, several teachers present were requested to write on the blackboards their order of school exercises, with length of time allotted to each recitation, etc.

The Institute then adjourned to meet at one o'clock P.M.

AFTERNOON SESSION.

The Institute met as agreed upon, at one o'clock P.M., and by request of the chair each teacher whose order of exercises had been written upon the blackboards proceeded to explain his or her programme, at the conclusion of which the report of the critics was read, and, on motion, adopted.

The Secretary was, on motion, requested to furnish the *Mountain Democrat* and the CALIFORNIA TEACHER an abstract of the proceedings of the Institute, for publication.

A vote of thanks was extended by the Institute to its Secretaries, and to the City, County, and State Superintendents, for efficient services rendered during its sessions.

On motion, the Institute then adjourned *sine die*.

W. A. YATES, }
H. R. WILSON, } Secretaries.

[illegible] INSTITUTE.

FIRST DAY.

The Institute met pursuant to appointment of the County Superintendent of Public Schools, James H. Orwig, Esq., and was called to order at half past ten o'clock, A.M. After a few appropriate remarks by the Superintendent, the Institute was organized by electing Mr. W. J. Dean and W. F. Greene, Esq., Vice-Presidents, and W. W. Kennedy and L. J. Sweet, Secretaries.

On motion, the Chair appointed the following committees:

On Order of Business—W. W. Kennedy, L. J. Sweet and Mrs. S. S. Hays. On Resolutions—W. J. Dean, Miss Jane Pendleton, and Mrs. L. C. Jones. On Text Books—W. W. Kennedy, L. J. Beckett, and Miss C. Launcefort.

The Institute then adjourned till 2 o'clock P.M.

AFTERNOON SESSION.

Institute met at 2 o'clock P.M. Superintendent J. H. Orwig in the chair. Minutes of morning session read and approved. The Superintendent made a few appropriate remarks on the object of our coming together.

W. W. Kennedy delivered an able and instructive lecture on "Education and Educating," after which Mrs. L. C. Jones read a very interesting essay on "Common Sense."

The Institute then had the pleasure of hearing a declamation, very delivered in an able manner by Master Willie Shotwell, of Bucyrus.

To conclude the exercises, Mr. W. J. Dean, in a clear and satisfactory manner explained the Metric system of weights and measures.

Adjourned, to meet at half past seven o'clock P.M.

EVENING SESSION.

Institute met at 7½ o'clock P.M. Superintendent J. H. Orwig in the chair. Minutes of the previous session read and approved. Music on the piano by Prof. Hartnell.

The Hon. Walter Murray delivered a very interesting lecture on "Out of School Education." Music by Prof. Hartnell.

The Institute was then favored with a half reading essay on "The Influence of Teaching" by W. J. Dean, which was listened to with marked attention.

Adjourned to meet to-morrow, at 10 A.M.

SECOND DAY.

Institute met at 10 o'clock A.M. Superintendent Orwig in the chair. Music by Professor Hartnell.

By request, W. W. Kennedy gave an illustration of the man-

ner of teaching Arithmetic to children. The method of extracting Square Root was explained by J. Y. Stewart.

Miss Arrie Findley favored the Institute with a comprehensive "Object-Lesson on Gold."

The Institute then formed itself into a class, and an exercise in Grammar was conducted by W. W. Kennedy. The class did remarkably well, answering promptly and accurately all questions proposed. A discussion of the same subject followed, in which nearly all participated.

Adjourned to meet at 2 o'clock P.M.

AFTERNOON SESSION.

Institute met pursuant to adjournment. Superintendent J. H. Gooch in the chair. Minutes of morning session read and approved.

An interesting essay on "Evils of Discontent," by Miss C. Launceford was read by W. J. Dean.

J. Y. Stewart read an excellent essay on "The Object of our Schools; what it should be, and what it is."

L. J. Beckett then read a very good essay on "Christianity, and its connection with Civilization."

To close the exercises W. W. Kennedy, by special request, read "Brother Crawford's Farewell Address."

Adjourned to meet at half past seven P.M.

EVENING SESSION.

Institute met pursuant to adjournment. Superintendent J. H. Gooch in the chair. Minutes of previous session read and approved. Music by Professor Hartnell.

W. J. Dean delivered a lecture on "Duties of Parents to Public Schools," which was listened to with marked attention.

Next followed a very satisfactory class exercise in Geography by Mrs. L. C. Jones, and part of her class, from Santa Rosa.

Miss Findley read an essay on "A Young Man's First Entrance into Society," which was received with applause.

W. W. Kennedy gave an illustration of the use to be made of Willson's Charts in our schools.

The Institute had the pleasure of listening to a very interesting essay, by Mrs. Jones, on "Education forms the Common Mind," followed by music on the piano by Professor Hartnell.

Superintendent Gooch then followed with an able and instructive address on "The Present and Future Prospects of our Schools."

Adjourned till ten o'clock A.M., to-morrow.

THIRD DAY.

Institute met at half past nine o'clock A.M. Superintendent J. H. Gooch in the Chair. Minutes of previous meeting read and approved.

J. H. Steward gave an exercise in Algebra, followed by a discussion.

The Committee on Resolutions reported the following:

Resolved, That we fully concur in the resolutions passed at the State Teachers' Institute held in June last.

Resolved, That as irregularity of attendance tends to create disorder, and greatly retards the progress of schools, every teacher should endeavor to prevent it, even by suspension or expulsion, if necessary.

Resolved, That we consider globes, maps and charts indispensible articles in the furniture of a school-room, and that we, as teachers, should urge the Trustees of our respective districts to the necessity of supplying them as soon as possible.

Resolved, That our County Superintendent, J. H. Gooch, Esq., deserves the warmest thanks of the teachers of the county for the able and energetic manner in which he has performed the duties of his office, and the impartiality displayed in presiding over this Institute.

All of which is most respectfully submitted by your committee.

W. J. Dean, Chairman.

On motion, the report was received and placed on the table for action at next session.

The report of Committee on Text-Books submits the following:

That after carefully considering the subject, we are satisfied that the series of books adopted by the State Board of Education, as nearly as possible suit the requirements of our schools, with the exception of Clark's Common School Geography and Quackenbos' English Grammar.

In Clark's Geography the use of language is bad, the reasoning is defective, and the maps are blurred. The only thing to recommend the work is, that it contains a map of the Pacific slope, a want of which can be much better supplied by the use of Bancroft's wall maps.

Quackenbos' English Grammar, we consider too full and comprehensive for the requirements of any but a High School, and as incorporated towns where such schools exist are allowed to select their own Text-Books, we therefore consider that it should be stricken from the list of Text-Books adopted by the State Board, for use in our county schools. So long as it remains on the list, there is danger of having our schools injured by over-anxious teachers, parents and trustees desiring to crowd their classes into large Text-Books before they have attained that proficiency, or arrived at that maturity of judgment required to study so comprehensive a work; therefore, be it

Resolved, That we, the teachers of San Louis Obispo County, most respectfully request the State Board of Education to exclude from the State series of school books, as speedily as possible, Clark's Common School Geography and Quackenbos' English Grammar.

Most respectfully submitted by your Committee on Text-Books.

W. W. Kennedy, Chairman.

Report received and laid over for action till next meeting.

Adjourned to meet at two o'clock P. M.

AFTERNOON SESSION.

Institute met pursuant to adjournment. Superintendent J. H. Gooch in the Chair. Minutes of the previous session read and approved.

The report of the Committee on Resolutions was taken up. The resolutions were separately discussed, and adopted.

The report of the Committee on Text-Books was then taken up, and after a long and animated discussion, was passed without a dissenting voice.

The remainder of the afternoon session was taken up with a long and warm discussion on the enforcement of the regulations and course of study adopted by the State Board. The general opinion was that it was for the interest of our schools to enforce it—as well as being our duty according to law.

Adjourned to meet at half past eight o'clock P.M.

EVENING SESSION.

Institute met at eight o'clock P.M. Superintendent Gooch in the chair. Minutes of previous session read and approved.

Miss Arrie Findley read a very affecting essay on "Farewell."

Music on piano by Professor Hartnell.

Then followed the recitation of "The Harp of a Thousand Strings—Spirits of Just Men made Perfect," by W. W. Kennedy.

By request, the resolutions adopted by the Institute were read.

A vote of thanks was tendered to those, other than teachers, who came from a distance to attend the Institute. Also, a vote of thanks was tendered to the citizens of San Louis for their presence and the kind attention given to the exercises of the Institute.

The Superintendent made a few very appropriate remarks, and announced that a social dance would follow the closing of the exercises.

The Institute then adjourned *sine die*.

W. W. KENNEDY, Secretary.

STATE BOARD OF EDUCATION.

THE State Board of Education met at the office of the Superintendent of Public Instruction on Tuesday, December 15th, 1868.

Present: Messrs. Trafton, Cottle, Braly, Denman, Lucky, and the Superintendent of Public Instruction.

Dr. Trafton was called to the chair.

On motion, Cutter's Elementary Physiology was substituted for Hooker's—the change to go into effect at the expiration of the term for which the latter was adopted.

Bonnell's Manual of the Art of Prose Composition was added to the list of Library Books.

On the recommendation of the State Board of Examiners, Life Diplomas were granted to the following persons, by unanimous vote of the Board:

Mrs. L. A. K. Clapp, San Francisco.
C. P. Bailey, Monterey.
H. E. Makinney, Santa Cruz.
J. W. Anderson, Santa Rosa.
Mrs. A. E. DuBois, San Francisco.
A. H. McDonald, Placerville.
Henry N. Bolander, San Francisco.
Miss Sarah J. Weir, Sacramento.
Miss Laura T. Fowler, San Francisco.
Mrs. E. A. Southworth, Sacramento.
Miss Amanda Loomis, Stockton.

Brown's Series of Grammars (exclusive of the "Grammar of Grammars") was recommended for use in the Public Schools, instead of Quackenbos'.

Messrs. Fitzgerald, Denman and Lucky were appointed a committee to prepare and cause to be printed a suitable Life Diploma, to be issued by the State Board. (It is understood that all parties now holding Life Diplomas may obtain duplicates as soon as the new and improved forms are ready.)

Adjourned to meet at the call of the Secretary.

BOARD OF STATE NORMAL SCHOOL TRUSTEES.

The Board of Trustees of the State Normal School met at the office of the Superintendent of Public Instruction on Tuesday, December 15th, 1868.

Present: Messrs. Cottle, Braly, Trafton, Denman, and the Superintendent of Public Instruction.

Governor Haight being absent, Dr. Trafton was called to the chair.

On motion of Mr. Denman, the State Superintendent and the Principal of the State Normal School were instructed to confer with the Board of Education of the City of San Francisco with reference to the proper organization and management of the Training School connected with the State Normal School.

On motion, the Superintendent was directed to confer with the Regents of the University of California, with a view of making the State Normal School a department of the State University.

On motion, the State Superintendent, Dr. Lucky and Dr. Trafton were appointed a committee to consider and report upon the subject of the permanent location and organization of the State Normal School.

The Board recommended that in the Training School connected with the State Normal School, there shall hereafter be four classes instead of six, as at present; that there be two teachers for each class, each one of whom shall be Assistant and Principal for one week alternately.

The Board decided that the usual vacation in March be dispensed with.

Adjourned to meet at the call of the Secretary.

PARTICULAR NOTICE.

District Clerks and others who fail to receive the Teacher regularly, are requested to notify us of the fact promptly. We are anxious that all entitled to our School Journal may receive it regularly, and if those interested will be prompt in notifying us of irregularity, we will be able to trace up and remove the delinquency.

STATE EDUCATIONAL DIPLOMAS.

STATE Educational Diplomas have been issued to the following teachers:

Miss A. A. Hill.
Miss Jessie Smith.
B. E. Hunt.
A. F. Olinger.
Lewis C. Renfro.
Miss A. A. Rowe.

STATE CERTIFICATES.

STATE Certificates have been granted to the following teachers:

FIRST GRADE.

Miss Mary Heydenfeldt.
Miss F. A. E. Nichols.
Miss Mary J. Alexander.
Miss Mary Ann Walker.
Miss E. A. Shaw.
Miss Mary J. Watson.
Miss Maggie L. Jordan.
Miss Anna M. Murphy.
Miss Julia H. Grady.
Mrs. A. S. Jaycox.
Miss Mary A. Doyle.
Miss Sarah L. Brown.
George H. Smith.
John W. Mackall.
Joseph Leggett.
John Dooner.
C. A. Menefee.
Wm. A. Robertson.
John M. Gregory, Jr.
Nicholas Furlong.
E. B. Conklin.
J. Thornton Jones.

SECOND GRADE.

Miss Alice Brisendine.
Miss Mary E. Robinson.
Miss Sarah E. Miller.
Miss M. Katie Hall.
Miss H. F. Stevens.
Miss Susie Stewart.
Miss M. Hemenway.
Miss Emma Slaughter.
Miss Josephine Rockwood.
Miss Annie J. Hendrickson.
Miss Mattie E. Carpenter.
Miss Lizzie A. Winn.
C. J. Hamlin.
H. S. Martin.
D. K. Zumwalt.
R. F. Shurtleff.

THIRD GRADE.

Miss Almira E. Terrell.
Miss Mary Gallagher.
Miss Julia A. Doran.
Miss Alice F. Johnson.
Miss M. Viola M. Whigham.
Miss Mabel Frances Phelps.
Miss Kate A. O'Brien.
Miss Florence L. Stark.
Miss Anna E. Conlan.
Miss Delia Swetland.
Miss Alice S. Wares.
Miss Maggie J. Brumley.
Miss Maggie M. Henderson.
Miss Mary F. Randall.
Mrs. R. V. Hunter.

ROLL OF HONOR.

PUCKERVILLE SCHOOL, *Amador County:* H. S. AUSTIN, Teacher.—(Term commencing March 30th and ending October 2d.) *For Unexceptional Department and Highest Standing in Classes:* Miss Laura E. Wheeler, Miss Emily H. Whitacre, Miss Martha Whitacre, Miss Coloma Gaddy, Miss Amelia Dixon, Ellen Dixon, Julia A. Wheeler, David A. Ryall, Norman Wheeler, Albert Stacy, Edward Pinder.

Our Book Table.

A Treatise on Physiology and Hygiene: For Schools, Families and Colleges. By. J. C. Dalton, M.D., Professor of Physiology in the College of Physicians and Surgeons, N.Y. New York: Harper & Brothers. 1868.

A copy of this work is received from A. Roman & Co., and one from H. H. Bancroft & Co. The design is to present as much of Physiology and Hygiene as is necessary to be taught in schools, and to meet the wants of the genera reader. The subject is well presented. The style is easy and simple, free from those technicalities which would fetter the student without increasing his knowledge, or his power of gaining knowledge, and, in the main, it is grammatically correct. The book is divided into four sections: First, "The Mechanical Functions;" Second, "Nutrition;" Third, "Nervous System;" Fourth, "The Development of the Body, and Changes from Infancy to Maturity." In all, there is a nexus of order and relativity, which, with the adequate illustrations in wood-cuts, will make the understanding of the subject easy and thorough. As a text book it possesses superior merits.

Marks' First Lessons in Geometry; Objectively presented, and Designed for the Use of Primary Classes in Grammar Schools, Academies, etc. By Bernhard Marks, Principal of Lincoln School, San Francisco. New York: Published by Ivison, Phinney, Blakeman & Co. Philadelphia: J. B. Lippincott & Co. Chicago: S. C. Griggs & Co. 1869.

This book comes to us with "the compliments of the author," and also from A. Roman & Co. Originality, in a treatise on geometry, except in arrangement and method of presentation, was scarce to be expected. Yet, the author of this little work has found a region hitherto unexplored—not, indeed, beyond the bounds of former discoveries, but rather on this side—before the starting point. Most books on geometry *begin* with an axiom; eighty-four pages of this treatise are consumed before reaching this something *worthy* to be considered the foundation of the geometrical structure. And when the young student reaches an axiom he finds that he already has acquired considerable geometrical knowledge. The subject is "objectively presented"—not only so, but, in addition, it has the attractions of color. The angles are called "red," "blue," "green," etc., instead of, or in addition to, "a," "b," "c," etc. This gives pleasure and comprehensiveness to the child's understanding of the subject—color, instead of form—concrete, instead of abstract. The work is, typographically, a gem, and from preface to appendix gives evidence of thought, accurate and clear. Yet, were no flaw found, this writing would be of the nature of "unskilled commendation." Besides a few structural infelicities, it could be wished that the analogy for reforming the nomenclature in regard to *rhomb* and *rhomboid* had been extended to *sector*, *secant*, etc. Then let the children be taught *some arithmetic and some geometry, instead of all arithmetic and no geometry.*

Mental Sciences: A Compendium of Psychology and the History of Philosophy. Designed as a Text-book for High-schools and Colleges. By Alexander Bain, M.A., Professor of Logic and Mental Philosophy in the University of Aberdeen, Author of "The Senses and the Intellect," "The Emotions of the Will," etc. New York: D. Appleton & Co., 90, 92, and 94 Grand street. 1868. A. Roman & Co., San Francisco.

The scope of this work, we think, might not inappropriately be expressed by *Physiological Psychology.* It is a compendium of the author's two works, "The Senses and the Intellect," and "The Emotions and the Will." Though

a compendium, it is, nevertheless, a very full exposition of mind—"perhaps the richest natural history of mind in the language." Metaphysics did not share in the intellectual movements of the last two centuries. Other sciences took a new impetus, and passed on towards perfection. New ones sprang into existence after each other, until the youngest of the great family of sciences—Pre-historic Archæology—stepped upon the scene of human thought. But, mental science, not sharing in the progressive movement, became stagnant, and entrenched itself behind the traditional maxims of the dignity of the inutility of knowledge for itself, not for its advantages. This book breaks away from the trammels of long-established schools and creeds, and studies psychology from the physiological side. The author does not endeavor to find the laws of mind as an abstraction, but the laws of a living being—mind and body each depending on the other. The result is shown by the success of the author in his own country and in England. The present volume is an able and analytical explication of the subject, shows what can, and what cannot, be done—tells where a clue to a true phrenology would begin. That all is achieved, is not claimed, yet, the right method is adopted, and a great deal already accomplished. For sale by A. ROMAN & Co., San Francisco.

WILLIAMS & PACKARD'S SYSTEM OF PENMANSHIP. In Nine Numbers. New York: Slote, Woodman & Co., Nos. 112 and 124 William street.

This is the most elaborate and satisfactory system of penmanship ever published in this country. The following are its claims to originality and superiority: 1st. Simple Lines as principles; 2d. Explanations above the copies; 3d. A variety of capitals in each copy; 4th. Oblique ruled lines, indicating the proper slope of downward strokes. The system is made so plain that any one, with a little study, can learn to teach it, and so thorough and rigid that, beginning with it, any one could learn to write "a good hand."

A MENTAL ARITHMETIC. By G. P. QUACKENBOS, A.M., Author of "An English Grammar," First Lessons in Composition," etc., etc. New York: D. Appleton & Co. Philadelphia: Eldridge & Brother. 1868.

This prolific author has now given us fifteen chapters on Arithmetic, and, in truth, they are very good. The subject of Mental Arithmetic is important, and this treatise on it has a very practical bearing. Besides the usual matter found in such books, correct and ready analysis, short methods, etc., mental calculation is extended to several subjects not before treated of in this manner, viz: the metric system, counting-room operations, equation of payments, stock-jobbing, United States securities, taxes, duties, etc. 16mo., 160 pages. 50 cents.

ELEMENTARY HISTORY OF THE UNITED STATES: With Numerous Illustrations and Maps. By G. P. QUACKENBOS, LL.D., Principal of "The Collegiate School." New York. Author of "Illustrated School History of the United States," etc., etc. New York: D. Appleton & Co., 90, 92 and 94 Grand street. 1868.

The pleasing features of this book are stories, anecdotes, illustrations: the valuable features are the dates of the events; and the objectionable ones, a want of analysis, connection, and philosophy of historic movement. However, for the school, perhaps the skeleton, the bare recital of events, is all that is necessary—the structure of muscles, tendons, veins, arteries, nerves, etc., having to be supplied by the well-informed teacher. 12mo., 288 pages. 75 cents.

A Practical Introduction to Latin Composition: For Schools and Colleges. By Albert Harkness, Ph.D., Professor in Brown University, Author of "A Latin Grammar," "An Introductory Latin Book," "A Latin Reader," "A First Greek Book," etc. New York: D. Appleton & Co. London: Little & Brian. 1869.

This handsome 12mo., 300 pages, is received from D. Appleton & Co., and also from A. Roman & Co. It is designed to teach the learner how, not to read, but to use, the Latin language. Many alumni, a few years after leaving the college, complain that they cannot read Latin. This is because they never learned to use it. With such, a Latin sentence serves merely as a cabalistic formula, which brings vaguely before the mind their dreamy college days, but has no distinct meaning. The book is divided into three parts. The first is elementary, and teaches the use of grammatical forms; the second is for the preparatory course, and is syntactical in object matter; and the third teaches the elements of Latin style. The method is mainly by examples; the students being referred by numbers, section marks, etc., to the grammar for precepts. A thought is expressed in good English, and then the equivalent is given in idiomatic, and generally in Ciceronian, Latin.

An Analysis of the Constitution of the United States. By Calvin Townsend. Published by Ivison, Phinney, Blakeman & Co., 47 and 49 Greene street, New York.

This is a fine large *chart*, arranged over a roller, so as to be easily seen by an entire class of pupils. It contains a thorough analysis of the Constitution of the United States, presented in fourteen chapters, each chapter forming a distinct department as regards subject-matter. The whole theory of our government is presented to the eye in typical tables, each table serving as sufficient matter for one or more recitations. These lessons are short, and should be thoroughly mastered -constant repetition being the best aid to memory. A subject of so much importance as the workings of a government under which a man lives should be well understood by every one. Therefore, all appliances for expediting the acquisition of a knowledge of it, and impressing that acquisition upon the memory, should be adopted. A chart of this kind should be in every school-room and in every library. The analysis is good, thorough and philosophic.

The Young Student's Companion: Or, Elementary Lessons and Exercises in Translation from English into French. Philadelphia: Eldridge & Brother. 1868. A. Roman & Co., San Francisco.

This is a condensed view of the elements of the French language. Without mystifying the young student's mind with syntactical rules, exceptions and explanations, the authoress has given the parts of speech, with clear rules and numerous examples for their application. The book is well suited to meet the wants of the beginner in French, whose knowledge, of course, should be supplemented by the more elaborate study of the grammar and of French authors.

The Model Etymology: With Sentences showing the Correct Pronunciation of Words, and a Key giving the Analysis of English Words. By A. C. Webb. Philadelphia: Eldridge & Brother, 17 and 19 South Sixth street.

The subject of which this little volume treats is as important as it is neglected. To know the words of a people is to know their philosophy and civilization. This is often the study of years. A systematic study of Etymology

gives a better knowledge of words, and it gives it more quickly and easily than can otherwise be obtained. The few prefixes and suffixes, mainly of Latin and Greek origin, are, in this book, arranged and explained, and the learner, having mastered these, has only to get the root of a word, and he has an adequate and lasting notion of its meaning. When he sees it used with a different shade of meaning, he can easily evolve it from the first or its elements—a study at once interesting and profitable. The author has executed his task very well. For sale by A. ROMAN & Co.

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[Advertisement.]

We have seen the finest Photographs extant, produced by the celebrated firm of Bradley & Rulofson, pre-eminently the leaders of the art in San Francisco. Those who wish good work done in the most artistic style, should not fail to call at this magnificent establishment, 429 Montgomery street, corner of Sacramento street. Prices reduced. Closed on Sunday. Reduction of 20 per cent. to Public School teachers.

State Normal School.

BOARD OF TRUSTEES.

H. H. HAIGHT.....Governor.
O. P. FITZGERALD.....Superintendent of Public Instruction.
JAMES DENMAN.....Superintendent, San Francisco.
MELVILLE COTTLE.....Superintendent, San Joaquin County.
J. H. BRALY.....Superintendent, Santa Clara County.
Dr. A. TRAFTON.....Superintendent, Sacramento County.
S. I. C. SWEZEY.....San Francisco.
J. M. SIBLEY.....San Francisco.

TEACHERS.

Rev. W. T. Lucky, A.M.....Principal.
H. P. Carlton.....Vice-Principal.
Miss E. W. Houghton.....Assistant.
Mrs. D. Clark.....Assistant.

The Twelfth Term will commence on the 1st day of July, 1868. All candidates for admission must be present at that time. The regular exercises will commence on the 6th of July.

COURSE OF STUDY.

REQUISITES FOR ADMISSION.

To secure admission to the Junior Class, Second Division, applicants must pass a written examination on the following subjects, viz.:

Eaton's Common School Arithmetic—to percentage.
Eaton's Intellectual Arithmetic.
Greene's Introduction to English Grammar.
Willson's Fourth Reader.
Spelling; Penmanship.

Applicants for an advanced Class will be required to pass an examination on the studies previously pursued by that Class.

Junior Class—*First Session.*

Arithmetic—Eaton's Common School—complete.
Grammar—Quackenbos'—begun.
Geography—Guyot's Common School.
Reading—Willson's Fifth Reader.
Moral Lessons—Cowdery's.
Spelling—Willson's Larger Speller.

Junior Class—*Second Session.*

Arithmetic—Eaton's Higher.
Grammar—Quackenbos'—complete.
Rhetoric—Boyd's.
Physiology—Cutter's Elementary.
History—Quackenbos'.
Vocal Culture—Russell's.
Book-Keeping—Payson & Dutton's Single Entry.
General Exercises throughout the Junior Year—Penmanship: Object-Lessons; Calisthenics; Methods of Teaching; School Law; Composition and Declamation.

Senior Class—*First Session.*

Arithmetic—Eaton's Higher—reviewed.
Algebra—Robinson's Elementary.
Grammar—Greene's Analysis.
Natural Philosophy—Quackenbos'.
Physiology—Cutter's Larger.
Rhetoric—Boyd's.
Natural History—Tenney's.

SENIOR CLASS—*Second Session.*

Botany—Gray's.
Physical Geography—Warren's, with Guyot's Wall Maps.
Normal Training—Russell's.
Geometry—Davies' Legendre—five books.
English Literature—Shaw's.
Book-Keeping—Payson & Dunton's Double Entry.
General Exercises—Same as in Junior Year.

REGULATIONS OF THE STATE NORMAL SCHOOL.

Adopted by the Board of Normal School Trustees, March 28, 1868.

1. All pupils, on entering the School, are to sign the following declaration of intention:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

Male candidates for admission must be at least eighteen years of age; and female applicants at least fifteen years of age; and all must possess a good degree of physical health and vigor.

2. No person whose age exceeds thirty years shall be admitted to the School except teachers who are fitted to enter the Senior Class.

3. Whenever the number of applicants from any county shall exceed the number to which that county is entitled by law, the applicants shall pass a competitive examination before the County Superintendent, and the County Board of Examination; which examination shall be conducted in the same manner as county examinations for third grade teachers' certificates. The persons passing the highest examination shall be eligible to admission in the order of their standing in examination.

4. All applicants are required to present letters of recommendation, and certificates of good moral character, from the County Superintendent of the county in which they reside.

5. All new applicants shall present themselves for examination at least three days previous to the regular day of each term, commencement; and no pupil shall be admitted during term time, except in the case of teachers who hold at least second grade State or County certificates.

6. The Principal of the School shall keep a register of the attendance of pupils, and shall report monthly, to the Secretary of the Board, the whole number enrolled, the average number belonging, the average daily attendance, the percentage of daily attendance, and such other statistics as may be required by the Executive Committee of the Board.

7. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one term of five months.

8. The Normal School shall be divided into two classes: Junior and Senior—each divided into two divisions.

GENERAL INFORMATION.

The time for completing the Normal School course is two years, each divided into two terms of five months.

There will be Written Examinations and Public Exercises at the close of each term. The Graduating Exercises will be in May.

Pupils will be required to furnish their Text Books. Books for reference will be furnished by the State. Good boarding can be procured at about twenty-five to thirty dollars per month.

Applicants will please read attentively the "Regulations" as given above particularly the Fourth and Fifth.

All graduates will be required to pass an examination on the entire course. Those who complete the studies of the Junior Class will be entitled to certificates of qualification, for teaching schools of Second and Third Grade.

For additional particulars, address

REV. WM. T. LUCKY, A. M., PRINCIPAL, San Francisco.

THE

CALIFORNIA TEACHER.

FEBRUARY, 1869.

Vol. VI. SAN FRANCISCO. *No. 8.*

HOW WE APPEAR TO THE ENGLISH.

The agent of the "Schools Inquiry Commission" being a clergyman, we are not surprised to note that fully one fourth of his whole report on the United States is devoted to the consideration of the *religious* aspect of American education. Just before entering upon this, to him, most important part of his work, he remarks in another connection: "If it were not that a mass of American children are much more easily reduced to order, and are perhaps more sensible of the value of order, than the same number of English children would be, a good deal of practical inconvenience and confusion would result from the crowded condition of many of the rooms." Here is quite a concession. If American children are more sensible of the value of order than English children, it must be because their minds are better prepared to accept the restraints imposed by the law. Human laws are either enunciations of God's commands or are founded upon them. To be sensible of the value of order, to appreciate the propriety of obedience to law, is evidence of a moral condition which should have elicited from the Reverend gentleman some admiration; but no, the thought occurs to him only in connection with the supposed fact, that English children are reduced to order with more difficulty than American children. We can easily imagine the glow of pride with which he dashed off the sentence, as he thought, of the high spirit and rollicking disposition he was claiming for the little subjects of the Prince of Wales. How quickly the pleasing theory could be upset by the experiment of letting loose half a dozen Lincoln schoolmarms among as many half hundred untamed little Britishers. They would generate

more meekness in one year than could be accomplished by feeding the British Lion on hay for a whole generation.

Having already said as much as he thought necessary on the subject of discipline, he requests to be allowed to make a *few remarks* on the provision made for moral training. Supposing himself to be granted the desired inch of a *few remarks*, he proceeds to take an ell of fifty pages of closely printed matter. Quoting the various laws and rules as he finds them in the organic laws of the various States and manuals of the larger cities, he is impressed with a proper sense of admiration for the technical requirements in things ethical of our Common School system. Still, the Reverend gentleman, who is plainly far behind the age in matters of religion, cannot refrain from giving expression to his own opinion in the following pettifogging style: "It is felt that something is wanting still." "The question is raised whether morality, apart from religion, can be taught at all; or, if taught, whether it be worth the learning." "The seeds of morality, many are beginning to think, can only be expected to germinate under the influence of the sun of gospel righteousness, without which, even a Socrates can only produce an Alcibiades. But no sooner does the thought take definite shape than, looming in the distance, is beheld the terrible phantom of sectarianism; and the desire of many hearts remains an aspiration only."

The introductions to the thoughts, "it is felt," "the question is raised," "many are beginning to think," are more worthy of the editor of a third-class partisan paper than of the scholarly agent of an enlightened nation. No doubt, Mr. Frazer met with people as benighted in religious matters as himself, but he certainly had no more reason to use the above style of introduction, in those connections, than he would have had in connection with the idea of the failure of republican government. He is by no means slow, however, in uttering his own thoughts as coming from himself: "For religious instruction, in the sense which we in England attach to the words, it cannot be said that any provision at all is made under the American school system. It is true, that everywhere provision is made for reading the Bible; and almost everywhere provision is made for opening the work of the day with prayer. But the disjointed, unconsecutive way in which the Bible is read, in all cases unaccompanied by a single word in the shape of note, explanation or comment, cannot and does not amount to anything that can be called systematic religious instruction. * * * in America the result has been what its enemies call a 'godless' education, and what even its friends allow does not include within its scope the highest objects that can occupy the thoughts or touch the heart of man."

Elsewhere he confesses that a denominational system of education is the only one which he considers would supply to the people of his country the one indispensable thing lacking in the

United States, namely : sound and substantial grounding in the principles of the Christian religion.

Of course, we ought not to be surprised to see, that the advocate of a church which is unjust enough, and mean enough, to draw a large part of its support by brute force from the pockets of the unwilling members of other churches—we ought not to be surprised to see, that he does not for a moment stop to consider that what *he* would be willing to accept as the principles of the Christian religion, might be rejected with disdain, perhaps with horror, by Catholics, Unitarians and others, who certainly know as much of what the divine will is and seek the truth with as great zest, and in as proper a spirit as either the agent of the British Parliament or King Henry VIII. In fact, it is difficult to understand how so great enlightenment as is manifested in very numerous sentences in this report, could be combined with bigotry so intense. Even on noting the fact, that although one eighth of an entire grammar school in New York City was made up of Jewish boys, and although the New Testament was read to them, no complaints were made, he must exhibit his want of faith in modern God-given toleration by making the following absurd remark : "I should not regard this fact, myself, as a sign of enlightened 'toleration,' but merely a mechanical acquiescence in what they probably deem a harmless and prescribed conventionalism." It would be too much for so bigoted a man to believe, that one whose whole religion rests on the rational idea of only one cause for existence and its effects, could send his son forth without fear of his changing that idea for any other.

All sorts of evil prognostications ought to be expected from one so far behind the age in matters of religion. As the Public Schools are divested of a distinctly religious character, and, practically, give nothing but secular instruction to their pupils, he thinks that a state of public feeling is growing up toward them which will threaten their existence. In this connection, he mentions the opposition of the Roman Catholic hierarchy, but says nothing of the very significant fact, which he could not help having noticed, that nearly all the Catholic children are in the Public Schools. He speaks of the attitude of indifference of the clergy of *all* denominations, when he ought to know that the only clergy that can be counted as indifferent or hostile to the Public Schools, are the Catholic clergy and that of his own church. Presbyterian, Methodist, Baptist, Unitarian, and, generally, clergymen of other denominations, are conspicuously zealous friends of Public Schools.

The bringing together of the children of parents who have the most diverse and opposite notions of God's will and revelations, and thereby generating a God-like love among those who, under another system, might be, and would be, possessed of a devilish hatred toward each other, is surely a glory which would recommend itself to even an intelligent Mohammedan or Pagan; but

Mr. Frazer, whose enlightened intellect very far outweighs that of any ordinary intelligent Mohammedan or Pagan, is so blinded by his little catechism, that he can find nothing better to say than this: "As to the results of the association of children of different religious beliefs in the same school, I do not feel justified in pronouncing a very strong or very definite opinion. With every approach so carefully barred against sectarianism, and the whole religious teaching (such as it is) being of so absolutely neutral a tint, there is no room or pretext for quarreling, nothing that can generate *odium theologicum*.

"It may result, and I think it does result, in indifferentism, in a depreciation of the value of a creed and fixed forms of faith, and in a more thorough acceptance of the half truth, 'He can't be wrong, whose life is in the right.' It struck me very forcibly, (not enough so, however, to knock any more liberal ideas into the Reverend gentleman's head,) I had almost said painfully, in America, how little identity in religious feelings or unanimity in religious habits or opinions, appears to be estimated as a constituent of domestic happiness. In no place have I ever seen the principle of 'agreeing to differ' in matters of religion so thoroughly woven into the tissues of society. It is not at all unusual to find two or three faiths in one family, and husband and wife and children separating on the Sabbath, (as the Lord's day is always called) to worship with different congregations."

The following paragraph shows how narrow an educated man's mind may be made by the life-long pressure of a creed, even in this age: "The scene, on Sunday, in the chapel of the Military Academy at West Point, was striking, and, to me, suggestive. The cadets there, of course, represented all sorts of religious denominations; but, as a matter of discipline, they are reqired to attend the chapel service on Sunday morning.

"This service is conducted according to the way of thinking of the chaplain at the time. It has been Presbyterian; it is now, under the present excellent chaplain, Episcopalian in its arrangements. Every degree of conformity and non-conformity was exhibited by the cadets, [he must have been very uncomformably and irreverently looking around during prayers] for although obliged to attend, and obliged to behave with decent seriousness, conscientious scruples have to be considered, and they are not obliged to conform. The effect was better than I dared expect under such circumstances, for I noticed no irreverence. Yet, to my mind, *to which a hearty, uniform religious service is a comfort*, such a state of things could not but be unsatisfactory. [Suppose that hearty, uniform religious service were a Roman Catholic one, or a Unitarian one, would it be a comfort to him?] And I could not help sighing as I thought, that this was the state to which, perhaps, college worship might come at home. I would not be understood as casting the slightest reflection on the West Point system. Under such circumstances, what more

could be done? [Why, you forgetful man, they might, if they were so illiberal, do as you do at home. They might have the attendance only of those who *would* conform and make the rest pay the chaplain.]

"The religious service is left to approve itself to the hearts of those who attend it by its own power. That it should not thoroughly so approve itself to five hundred young men, four fifths of whom have been bred upon ignorance of it, [but, no doubt, with a knowledge of something better,] or with prejudices against it, [and prepossessions for something higher,] is not surprising; and, besides, the very constitution of the congregation deprives the service of at least half its power."

How exceedingly difficult it would be to suit Mr. Frazer, may be gathered from the following paragraph:

"The tone of an American school, that '*nescio quid*' so hard to be described, but so easily recognized by the experienced eye, so soon felt by the quick perceptions of the heart, if not unsatisfactory, is yet incomplete. It is true, that the work of the day commences with the reading of the word of God, generally followed by prayer. It is true, that decorous, if not reverent attention is paid during both those exercises, but the decorum struck me as rather a result or a part of discipline, than as a result of spiritual impressions; there was no face as it had been the face of an angel; no appearance of kindled hearts. The intellectual tone of the schools is high, the moral tone, though perhaps a little too self-conscious, is not unhealthy; but another tone, which can only be vaguely described in words, but of which one feels one's self in the presence when it is really there, and which, for want of a better name, I must call the religious tone, one misses, and misses with regret." He acknowledges the attention to be not only decorous, but even reverent, and the moral tone not unhealthy, and still is not satisfied. That other tone which he thinks can only be vaguely described in words, is much more susceptible of accurate definition than seemed to him. The word *superstitious* happened to slip his memory just then. *Unholy and foolish fear of our beneficent Father* might have occurred to him as an excellent description, if he had not been obliged to *do* the United States and Canada in five months.

He then gives a verse of ancient poetry, which "paints in exquisite language, the poet's idea of a Christian school, as it passes before a *watchful pastor's* scan." Of course, the *watchful pastor* was looking out for spit-balls. Here is an interesting paragraph:

"It might be thought, also, that amid the wildness of religious fancy, and the strangeness of theological opinions which prevail in America to an extent far beyond anything within an Englishman's experience, the *blessings of a fixed creed* would be more easily recognized and more strongly felt, than where traditional beliefs still largely influence public thought, and men are less

tossed about by the winds of doctrine. It is unnecessary to say, however, that no attempt to lay the foundations of such a creed, or in any way to presume that such a creed even exists, is made in the common schools. [Unparalleled depravity ! !] It was my fortune one day to listen to the recital of a declamation in the New York Free Academy. The subject was the Nineteenth Century. The youthful essayist, after describing in glowing periods and with a good deal of vigor the material triumphs of the era, wound up an able rhetorical exercise, by declaring that there remained for the nineteenth century a greater work even than that that which Luther accomplished in the sixteenth, and that was to sweep away all inherited creeds, (!!!) to set the conscience free, [Oh, horrible! horrible !] and to bring the religious thoughts of men into more perfect harmony with the progress of the age. [No wonder the good man was shocked at such fearful depravity of heart.] I whispered the question to the worthy principal at my side, whether this was not rather extravagant? And whether it was prudent to allow to opinions so unfledged and yet so daring, quite so perilous a latitude." "O," was the reply, "that's a young German, and they are mostly somewhat radical; but we generally let them have their fling." [What dangerous laxity !] "When we declaimed at Oxford, our high, rash flights of thoughts and fancy were apt to be pulled down unpityingly by a judicious censor. [The high, rash flights of a creed-bound Oxford student might be easily pulled down with a very short pole.] In America, 'vaulting ambition' is allowed to o'erleap itself, and find its own cure." [Thank you.]

In this connection, we ought to expect a recital of *our* crimes. Here we have them, both in matter and manner, as we should look for them from this source:

"I do not know that, as far as the statistics of crime are concerned, the United States can boast that they stand on a higher plane of civilization, if indeed, civilization is to be measured by such statistics at all—than the countries of the Old World. No doubt, in many parts of New England still, and possibly in rural districts everywhere, Daniel Webster's wish has not yet become an illusion, and 'the day is still prolonged when families can sleep with unbarred doors.' I saw with my own eyes that this was so in Kentucky; but it certainly was due there to the presence of simple bucolic habits, rather than of any form of advanced civilization, in which matter Kentucky has not made any great progress. There is so little real poverty in such societies, that one main incentive to crime is cut away. But it would be a very false notion of things if one were to imagine, that if judges of assize were to find their occupation gone, that gaols would be empty, and juvenile delinquency rare. On the contrary, there is, at any rate for the moment, and perhaps due to momentary causes, all over the land, a great crop of crime. I quote an extract from a Cincinnati paper of last July: 'There is little room given us to

doubt the increase of crime in this country. It is a perfect epidemic. There is not a day that some shocking outrage against humanity does not appear in the public prints,' etc., etc."

Following this pen picture of our national depravity, as exhibited by the crime statistics of New York, Boston, Philadelphia, Chicago, and other great sores on our body politic, is spread a table of police arrests in New York city for 1864. Of course, the showing is a bad one. Nearly 62,000 arrests for crimes against person and property in one year. But Mr. Frazer can draw no inference from these tables in our favor. Only 43,600 of these were born in foreign countries. Of the remaining 18,000, 3,600 were under 15 years of age. It is fair to suppose that most of these were reckoned as born in this country. Since nearly three fourths of *all* were foreigners, it is reasonable to suppose that about three fourths of these children were of foreign parentage, and to all intents and purposes, as far as influences go, ought to be reckoned as of foreign birth. This would make 46,300 from beyond the sea. This gives about three fourths of all the crime committed to our neighbors across the ocean, but as we cannot reasonably expect so great an influx of crime to be without its great and baneful influence, we must set down at least a part of our crime to the direct and indirect influence of the prison material of Europe. And yet, a scholar and thinker and student of statistics can deliberately present to the august Parliament of Great Britain this picture of crime, in connection with and as bearing upon the moral influence of the Public School influence of the United States. An imprisonment of a short eternity in an ample, well provided and efficiently administered orthodox hell, would be a fit punishment for such damnable injustice. But this is by no means all. Much is said of our juvenile depravity, and many quotations are made of sensational paragraphs culled from high colored superintendent's reports. Even a comparison between Wolverhampton and Providence, in the matter of arrests for drunkenness, shows that the European town is a perfect cold water establishment in comparison with the American city, and this, too, in considering the moral aspect of our Public Schools. And yet, notwithstanding all this, we are astonished by sentences like the following:

"A presbyter of the diocese of Toronto, in the first of seven letters which he wrote to a friend in 1853, on the non-religious common school system of Canada and the United States, hazards the monstrous assertion, not only on behalf of the Church, but of England also, that they think it safer to give *no* education, than to give an irreligious one! A merely intellectual instruction of the masses of the people in secular knowledge, in this gentleman's eyes, is an irreligious education—dishonorable to God, subversive of national morality, and awfully dangerous to individual happiness. I wonder what advantage people suppose to accrue from such bitter, narrow paradoxes. I think that

neither England nor the Church would accept the presbyter of the diocese of Toronto as an exponent of their views."

"Mr. Tremenheere, about a dozen years ago, relying chiefly on the evidence of the Rev. Dr. Edson, of Lowell, drew a somewhat sombre picture of some consequences that might be apprehended to religion and morality from the course of instruction pursued in the American Public Schools. * * * Christianity has a dark and uncertain future before it in America, as it has in England—as it has, probably, in most nations where free thoughts have been stirred."

It is hard to believe that the man who holds this very narrow view of what constitutes the essence of Christianity, before his pen needs another supply of ink, could write the following glorious sentences:

"If the cultivation of some of the choicest intellectual gifts bestowed by God on man—the perception, memory, taste, judgment, reason—if the exaction of habits of punctuality, attention, industry, and good behavior; if the respect which is required, and which is paid, during the reading of a daily portion of God's Holy Word, and the daily saying of Christ's universal prayer, are all to be set down as only so many contrivances for producing clever devils, it would be vain to argue against such a prejudice. But if, as I believe, the cultivation of any one of God's good gifts, and the attempt to develop any one right principle or worthy habit are, so far as they go, steps in the direction, not only of morality, but of piety, materials with which both the moralist and the divine, the parent and the Sunday-school teacher, may hope to build the structure of a 'perfect man,' which they desire, then it is manifestly ungenerous to turn round upon the system which does this, which supplies these materials of the building, and is prohibited by circumstances over which it has no control, from doing more, and stigmatize it with the brand of godlessness. I do not, therefore, like to call the American system of education, or hear it called, irreligious. It is, perhaps, going even too far to call it non-religious, or purely secular. It is to the discord of Christians, and not to the irreligiousness of educators that this, which is considered to be, and which I admit to be, the capital defect of the American system, is due. And I am afraid that so long as Christians maintain there is no common platform of belief and obligation on which they can meet and consent that their children shall be taught, so long as there are keen and jealous tempers, quick to detect the first attempt to lift young hearts to a consciousness of a Father who made, a Saviour who redeemed, a Spirit who sanctifies them, and to brand it as 'sectarianism,' so long must the American Common School labor under the reproach, however ill deserved, that it shuts out religion from its walls."

No doubt, this man sometimes leaves his religion to commune with God, and wrote the above on some such occasion. Here

we will take our leave of him, merely adding the spirit of his concluding summary:

"The system is in perfect harmony with the other institutions of the country. * * * The system exactly answers the wants of the people. * * * The system is a cheap system. * * The spirit of the work produced under the system, both in teachers and pupils, and the discipline of the schools, are both high."

B. M.

A DISPUTE AMONG MY SCHOOL BOOKS.

One evening, not long since, as I was seated at my table busily engaged in sewing, my attention was attracted by a confused noise among a pile of school books near me. I soon discovered that it was caused by a strife for pre-eminence among them. Each claimed to be most important to man. When my attention was first drawn to them History had the floor:

"I am the most useful book in the world," it exclaimed boastingly. "Who could give a knowledge of past ages of the world were it not for me? What else contains a record of the warrior's fame, of the statesman's renown, of all great deeds in ages past? On the pages of History will the great deeds that have been transpiring for the past few years be written."

"Stop, vain boaster!" exclaimed Geography; "I think I can claim supremacy even over *thee*, great as thou art! Who would know even that there was a world were it not for *my* pages; I describe countries, tell where different bodies of water lie, and even tell what different nations inhabit various portions of the earth. Were it not for me, would it be known even that the earth is round?"

"Enough, friend Geography!" exclaimed Natural Philosophy. "We acknowledge your importance; but, my friends, were it not for me, who would understand why the apple falls to the ground, instead of rising to the sky? Who could understand the law of gravitation, or the other laws which govern the earth? Who could tell how steam is made the servant of man? or how news is made to flash along the telegraphic wire? or how—"

Up sprang my little blue-backed Spelling-Book:

"Cease this squabbling!" it exclaimed; "Know ye, I am the greatest among you. Were it not for these twenty-six letters not one of you would ever have had an existence; to me you owe all your greatness; without me you are nothing." They all hung their heads abashed.—*Burke's Weekly.*

A young writer, who has recently visited the philosopher, Alcott, at his home in Concord, put to him this question: "Is not the secret of reading, to read only the best books, and read them well?" "Master the masters," was the sage's answer, "and let the second-rates go."

NOTES OF A VACATION TRIP TO HAWAII.

A SKETCH IN THE TROPICS.

THERE is a little bridge across the Hialuka which attracts the steps of the traveller. It commands a view of the village, nestled in its masses of luxuriant foliage. Beyond stretch the green uplands of the plantation's sugar cane until they are lost against the warm background of the great volcanic mountains. The river banks around and above are covered with primitive grass-huts, under shadowy trees of species entirely foreign to our eyes.

The morning showers have left millions of pearls trembling on the great tropic leaves and blossoms. The soft white light of the early day in these latitudes spreads itself everywhere, silvering the ripples of the sleepy Hialuka, and making the brown pebbles glitter with rich gleams at the bottom.

I would recommend you to linger on this beautiful bridge and drink in thankfully the rare draught of wonderful beauty, of marvellous color and light, that glistens like the foam on champagne; and, if you are a lover of nature, as you ought to be to come to Hawaii at all—you will feel well repaid for whatever trouble or expense your voyage may have cost you.

There is the wide spreading umbrella tree, as it is locally called, looking as if specially made to do away with the necessity for any other kind of shelter in this warm, humid climate, and here are the beautiful pandanus, the feathery tamarind, whole groves of bananas, masses of dark green orange trees relieved by their golden fruit. Yonder are the tall cocoa-nuts stretching up to the opal sky, and all about, around, below, cluster the endless wealth of strange shrubbery and rarely tinted flowers. Here, nature, like an extravagant beauty, flings about in endless profusion the jewels she so highly prizes in other climes. The choicest of our conservatory plants are scattered on the banks, and by the waysides. Among them we recognize our own old morning-glory, trailing its violet and white petals about some pine-apple leaves. It looks up to us amid all this foreign growth like the face of an old friend. Stretched in the laziest of attitudes, basking their careless lives away, lie the indolent natives, their curiosity to observe us being just sufficient to occasionally stir them from their shaded places. A score of dusky children are tumbling about, like small porpoises, at some distance down the river. Beyond them you can see the great ocean itself, stretching out in its pathless blue, with never a sail to break the long distant calms that seem reaching out to an endless infinitude.

The natives have as many legends concerning this river as if it gurgled through the lands that produced the "Arabian Nights." You can afford to hear them, and steep yourself in this dreamy

luxuriance of Hilo. Before you waits the hot mustard of your journey, without either oil or vinegar. Your Purgatorio and Inferno lie beyond, amidst the warm purple background of mountains that look with their shining snowy crowns and rich draperies of cloud just now as if they were anything but the yawning chasms and fierce outbursts of horror and destruction that they are.

ON THE ROAD.

It is Tuesday morning, and raining only as it can rain on the windward side of a Pacific island. The weather is paying up for its forbearance during our stay, and only proves the old truth, that no spot on this earth is perfect since the destruction of Eden. We are mounted on our steeds, clad in water-proof, and armed with umbrellas –both water-proof and umbrella being mere farces, by the way, as travellers soon discover in this land of small deluges—slowly making our way along the rugged road to Kilawea.

According to their owner's asseverations, our horses possessed every virtue peculiar to the animal, and not a single vice. They were fleet of foot and strong of limb, courageous as English racers, yet docile to the touch of a lady's hand. Alas! that man's word, even in such a Paradise as Hilo, is so little to be depended upon. Our sorry Rosinantes were as great cheats as ever plagued mortal by a horse's failings. Their single virtue shall be chronicled: they were sure-footed as South American mules, and when we came to some precipice that seemed effectually to bar all progress, they would gather their feet together and slide down in the coolest manner imaginable.

After you leave the sugar cane you ride through some eight miles of tangled tropic forest. The "trail" winds through scenes of great beauty, and, when the clouds lift a little, and a gleam of sunshine breaks out, we shake our wet garments and forget all discomfort in admiration of our surroundings. The forest passed, we cross a grassy stretch of upland, and after this comes our first sight of lava. Truly, it might rival the Valley of Desolation itself. For miles and miles we pick our way through loosened slabs, glistening black with a metallic lustre, sometimes in petrified streams, and again tossed against each other in a wild debris. In the crevices, tufts of grass and shrubs struggled for life; soon, even these were lost, and an inky sea, in all its sterile horror, stretched far as the eye could reach.

At the "Half-way House" we stopped for lunch. It is a grass hut kept to shelter travellers. It is furnished in the usual style of native hotels, with mats spread over the floor, on which you may repose your weary length in social proximity to your landlord, his wife, children, and at least a dozen of his "friends," not to mention their pigs, chickens, dogs, goats, roaches as large as mice, ants that swarm in multitudes, and fleas that, for size, strength and voracity, put those of California to shame.

If we had been prudent we would have remained amid these comforts all night, but we were as yet too fastidious, and in the afternoon, with a wild sky, dripping garments, driving rain, and seventeen Hawaiian miles before us, we started for the volcano. And, here, let me say, that the Kanakas have the most facetious ideas regarding distance, and that the miles in these lava countries are, beyond all things, tantalizing. One of them seems to the jaded wayfayer equal at least to five of those in civilization. You very soon acquire sufficient of the language to ask "how far" to any given point, but are unutterably disgusted with a succession of answers, none of which are true.

Our guide, like our horses, was a cheat. We had taken him from the same worthy individual, on the highest recommendations. He rode ahead like the statue in Don Giovanni, only there was no miracle of breaking silence on his part, for the sufficient reason that he neither spoke or understood a word of English. On the gentlemen of the party devolved the interesting work of whipping up, yelling at, and otherwise conducting a couple of Jack animals, who, when they were not skirting off the trail into lava beds, were amusing themselves by alternately lying right down, and refusing point blank to get up again.

When night began to close in we struck into higher regions. Nothing but lava, endless stretches of lava, with occasional patches of pulu fern had broken the dreary landscape for hours. We were very wet, very weary, very cold, and very uncomfortable. The sharp rain struck hard against one's face, and the cold mountain wind made one shiver. Only one cloud draped the sky, but it was black as the desolate waste about us.

The witty remarks, the laughing jests at our pack animals, the fun at our imperturbable guide's expense, the spirit of "making the best of it" that pervaded the party, ceased. We followed each other in silence. You could no more get a gallop out of your Rosinante than if the brute had served an apprenticeship in a horse car. At last we came to a belt of trees. How the wind went in wild shrieks through them, and howled across the lava flats! It was a night to charm the witches of Macbeth. Suddenly, as we emerged from this wood, we came on a sight to remember for a lifetime. Broad, high and wide, against the black background of mountain and sky shone the great fires of Kilawea. We are, however, too far fatigued to talk much about it. We push on the remaining miles, drawing nearer to its awful magnificence. When the Volcano House is gained the ladies are so thoroughly exhausted that we are lifted from our saddles more dead than alive.

Here we were first *lomi-lomied*, a process to which one submits one's self at first with some hesitation, but very soon with implicit confidence in its efficacy. You lie down aching in every fibre from your wet, weary ride. A dark-eyed, kindly-faced Kanaka bends over you with a woman's quick sympathy in every feature.

She manipulates your shoulders, arms, limbs and head, literally kneading your muscles until at times you scream when she touches some strained one. She will, by no means, desist, when you scream, but smile on you kindly and shake her head. After awhile you come to have faith in her. You think that this *lomi-lomi*ng, of which you have heard so much, is worthy of its reputation, after all. A soft drowsiness steals over your senses—the rain, the wild wind, the fierce volcanic flames, are far away. You are not on a mat in a grass hut, but luxuriantly wrapped up on a couch that is softer than eider down. A blessed sense of peace and rest wraps every sensation. In short, you are off in a deep, dreamless sleep, from which you will not waken until late the next morning, and then, as refreshed as if you had just stepped out of some Eastern bath.

THE VOLCANO.

To understand this crater of Kilawea, you must divest yourself of all preconceived ideas of craters. Here is no "burning mountain," no cone, no climbing upward for hours through ashes and loose lava. In the midst of a dreary plain you suddenly find yourself standing by a terrible opening three and a half miles long by two and a half miles wide, and a thousand feet in depth. The bed is a vast, jagged mass, covered with blue smoke, sulphurous steams and poisonous gases. At the south end you see thicker blue smoke, and there, six hundred feet below the old crater, is the Kilawea proper, or active lake. It seems quite easy, looking from the top, to descend, but it is, in reality, a task that is hard for a strong man, and one that demands coolness, courage and much power of endurance.

When the guide and party are ready, you grasp one of the long staffs provided for travellers, and in high glee at your novel undertaking, spring down the steps of the cliff. This high glee, however, soon evaporates as you find yourself obliged to cling to the slippery rocks or be scratched by the knotted branches that form the most rickety stair-case, with steps from three to five feet between, and down a perpendicular precipice five hundred feet high. At the bottom there is a thick shrubbery of dense growth, fostered by the condensed steam and endless rains. Here we ate our first *pulo* berries, and here, in the days before Christianity had penetrated these Plutonic regions, the natives made their offerings to the Goddess Pele, the dreaded mistress of the volcano. They took handfuls of berries, and flinging them toward the flames, said, *E Pele eia ha ohelo*, which, being translated, reads, "Pele, here are your Philos"—the superstition being that vengeful eruptions and lava flows punished those who dared to partake of the berry without first propitiating the Goddess by a present of her favorite fruit. This berry is very pretty, nearly crimson in color, something like a cranberry in size, but rather insipid to the taste.

After leaving this strip of shrubbery, there is another toilsome descent, and after that, three long miles of hard climbing over old crater beds to the south lake. Here the most of our party were too fatigued to proceed farther, and decided to go back. When we got down into the lava we found the hard work had only commenced. Our guide, Anthony, was capital, and, what is far rarer in Hawaii than a stranger would suppose, he spoke English. Added to this, he was courageous, intelligent, obliging and active—splendid qualities in any one, but invaluable in a guide amidst such dangers. And now, on all sides of us, stretched an ocean of broken lava, a stormy ocean too, with black, fierce waves, just petrified as they were hurled against each other. Here were cones from twenty to fifty feet in height, with columns of smoke coming from their funnel-like tops, and there were great banks of sulphur whose gases made us tie handkerchiefs over our mouths; again, long hollows of black metallic lustre, as if streams of ink had here expended themselves. Walls of lava blocks were piled on each other, over which you must climb and spring from block to block with the sure prospect of broken limbs if you miss your footing.

Beyond this the horrors deepen. The clouds of steam are so thick, that at times we have to wait until a gust of wind blows them aside and allows us to proceed on our perilous path. Great gaping chasms, many of them a hundred feet in depth, and from two to four feet in width, lie about us everywhere. These have been torn asunder by the terrible earthquakes of last spring. They are filled with smoke, and under it rages the fierce volcanic fires that rage forever here. Often, these chasms are covered by a thin wave of lava, which goes through the moment a staff is placed upon it. The guide, from long experience, knows their whereabouts, and all travellers must keep in his foot-steps. With a lady's disregard for "strict orders," the writer of this article turned aside, not more than a step, to pick up a beautiful specimen. Down went the lava in a crumbling mass, but a strong hand seized her in time to prevent a catastrophe. She escaped with only a few scratches, but thoroughly cured of all propensities for such explorations.

After three miles of this dangerous clambering we came to another precipice quite as unexpectedly as from the plains above we came on the great crater. Directly below us lay a lake about a mile in width, over whose surface swept, in long fiery lines, the lightning-like ripples of molten lava. Here, saturated with the endless rain, and wearied with the toilsome way, we sank down on the rocks and gazed on a sight in which every sensation is lost but that of awe.

This crater is enclosed by precipices, black, high, jagged and awful. From their sides jut out pointed crags, and loose stones are constantly falling, making horrid noises as they tumble below. Suddenly a dull roar is heard—that indescribable sound that

accompanies earthquakes, and may well make the bravest quail who understand its dread import. The whole lake is convulsed, a fiery wave lifts its crest and breaks in a sea of crimson all over the surface. Before you can exclaim, "How grand that is!" it has faded out into a silver grey, so rapidly does the lava cool. It is succeeded by another and another. Then, the black cones, of which we counted nine in action, belched forth their showers of red-hot stones, and the liquid flames wound about their steep sides like fiery serpents. The great mass throbs, heaves, and sends forth hideous sounds, as if a thousand demons were there holding high carnival.

After the great earthquakes of March and April last, this lake sank six hundred feet. It was rapidly filling up again, and the guide said we were very fortunate in seeing it so active. Truly, nothing could be more terrible than this scene. The black and desolate waste over which we had passed, the terrible precipices on all sides, the thick clouds of steam and smoke that entirely shut out our view of the Volcano House, or the upper world, and, then, in the foreground, this fiery sea, with the wind sweeping past in wild gusts, and the rain beating against the hot lava, half stifling us at times with the noxious gases, all formed a scene of grandeur and terror, that, while it frightens, fascinates.

So we sat, heedless of personal discomforts, until the guide, and gathering blackness, warned us that our toilsome steps must be retraced. It was quite dark when we reached the Volcano House, where, before a blazing log fire, in all the luxury of dry garments and keen appetites, we discussed the dinner, and, with no small importance, related to the "stay-at-homes" the events of the day.

OUR QUARTERS.

The prices at the Volcano House are four dollars a day. The fare is probably as good as one can expect in such regions. One has only to remember how the brave Ellis and his companions camped out in the rain, with nothing but "poi" to appease their hunger, and how they let themselves down the precipices with ropes, and all the dangers they incurred, to be quite satisfied with the dish-water taste of the soup, and unmindful of the utter abominations misnamed tea and coffee, that are pompously handed one by the Chinaman who officiates in the treble character of cook, waiter and general superintendent. It is true, that your steak might be easily tanned into first-rate leather, and the canned oysters are like small chunks of copper. The bread must have been raised by volcanic gases, it is so acid, and the butter is the meet product of a cow that diversifies her daily life by tumbling into craters. The very cups have a taste of sulphur on their rims, and the walls, floors, roof and furniture including the visitor's book—are all steamy, sulphury and damp.

Lumber is scarce at this altitude, so the partitions only run

high enough between the rooms to allow a person of ordinary size to see over into the neighboring apartment. From your window you can see the long, lurid flames shooting up into the sky, and all night long the atmosphere is aglow with the volcanic fires.

Nevertheless, sweet is your sleep, and palatable the fare, if you bring to them the true spirit of the traveller, which always sets aside, cheerfully, personal comforts for the high privilege of standing face to face with the great works of Nature's God.

A SAN FRANCISCAN.

NEVER TOO OLD TO LEARN.

SOCRATES, at an extreme old age, learned to play on musical instruments.

Cato, at eighty years of age, commenced to study the Greek language.

Plutarch, when between seventy and eighty, commenced the study of Latin.

Boccacio was thirty-five years of age when he commenced his studies in polite literature. Yet, he became one of the greatest masters of the Tuscan dialect; Dante and Petrarch being the other two.

Sir Henry Spelman neglected the sciences in his youth, but commenced the study of them when he was between fifty and sixty years of age. After this time he became a most learned antiquarian and lawyer.

Dr. Johnson applied himself to the Dutch language but a few years before his death.

Ludovico Monaldesco, at the great age of one hundred and fifteen, wrote the memoirs of his own times.

Ogilby, the translator of Homer and Virgil, was unacquainted with Latin and Greek till he was past fifty.

Franklin did not fully commence his philosophical works till he had reached his fiftieth year.

Dryden, in his sixty-eighth year, commenced the translation of the Illiad; his most pleasing production.

We could go on and cite thousands of examples of men, who commenced a new study, either for livelihood or amusement, at an advanced age. But every one familiar with the biography of distinguished men, will recollect individual cases enough to convince him that none but the sick and indolent will say, I am too old to study.

WOMEN IN ENGLISH UNIVERSITIES.—The University of Cambridge has followed the example of the University of London, in admitting females to its examinations. Women above eighteen years old are to be examined, at suitable times and places, for the purpose of testing their capacity in the higher branches of learning.

OBJECT-LESSONS FOR SMALL CHILDREN.

EIGHTH AND NINTH GRADES.—FISH.

CHILDREN, look, and tell me what this is? A picture of a fish.

Name its parts? Head, body, tail and fins.

Where do fish live? In the water.

What is there peculiar about the eyes of a fish? The eyes of a fish are on the side of its head, and it has no eyelids.

What kind of a body has a fish? Long, thin, and tapering.

What does the fish's tail look like? A fan.

Is there anything else on a fish's body of the same shape? Yes; the fins; the fins are very fine and have a great many little bones; these bones are called rays.

For what purpose do fish use their fins and tails? They use them to swim with.

Why does a fish have a large mouth? Because it eats its prey whole.

How do we breathe? By lungs.

Have fishes lungs? No.

Then, how do they breathe? By gills.

Where are their gils? Near their heads.

If we take a fish out of water, what will happen? It will die.

What kind of blood have fishes? Cold, red blood.

What is the long bone down the back called? The spine.

What is under the spine? A little bag.

What does the fish do with the bag? He fills it with air when he wants to rise, and sends out the air when he wishes to go down into the water.

Parts—Head, body, tail, fins. *Qualities*—Eyes on side; no eyelids; body long, thin and tapering; tail like a fan; fins fine and smooth, and have rays; covered with scales; breathe by gills; cold, red blood.

SEVENTH GRADE.—SULPHUR.

WHAT is this, children? Sulphur.

Where is it found? In the craters of active volcanoes.

What is a volcano? A mountain that casts forth fire, smoke and lava.

What do we mean by the word active? A volcano that throws out fire at the present time.

How is sulphur formed? It is thrown out in the form of vapor, and condensed about the sides of the crater, making a solid.

You have used the word crater twice; what is its meaning? A crater is the opening in a volcano through which the fire passes.

Is sulphur found pure, or mixed with other substances? It is found pure.

What word do we apply to substances found so? Native.

How, then, is sulphur found? In its native state.

Give me another name for sulphur in this shape? Brimstone.

What is this piece called? Roll-sulphur, or roll-brimstone.

How is it made? The sulphur is melted and poured into long wooden moulds; when it cools it is taken out and cut into sticks.

Name some of its properties? It has a bright yellow color, no taste, no odor; when cold, is bitter.

If I should put it in water, would it melt? No. Why? It is insoluble in water.

Is there any substance in which it would dissolve? Yes; in oil of turpentine.

Will it sink in water? Yes; it is twice as heavy as water.

Supposing I should warm this piece, could you smell the odor of sulphur? Yes.

But you said it was odorless. It is odorless only when cold.

Can sulphur be melted? No. Then, what is it? Fusible.

What are some of its uses? It is used for dyeing, bleaching; in making gunpowder and matches; and for poisoning rats.

Will it, in this state, kill rats? No, it has to be prepared.

To what kingdom does sulphur belong? To the mineral.

Find out what the other kind of sulphur, sold as a medicine, is called.

Qualities.—Bright-yellow; found native; brittle; fusible; insoluble; tasteless; odorous when heated: odorless when cold: twice as heavy as water. *Uses*.—Dyeing, bleaching, matches, gunpowder, poisoning.

NATURE'S NOBLEMEN.

BY M. H. COBB.

Who are Nature's noblemen?
In the field and in the mine,
And in dark and grimy workshops
Like Golconda's gems they shine;
Lo! they smite the ringing anvil,
And they dress the yielding soil;
They are on the pathless ocean,
Where the raging surges boil!

They are noble—*they who labor*—
Whether with the hand or pen.
If their hearts beat true and kindly
For their suffering fellow-men.
And the day is surely coming,
Loveliest since the world began,
When good deeds shall be the patent
Of nobility to man!

SCHOOL-ROOM MOTTOES.

EXCELSIOR, higher and higher.
Labor conquers all things.
Dare to do right.
Imitate the good.
Envy no one.
Idleness is a crime.
Study first; amusements afterward.
Learning is better than silver or gold.
A good name is better than great riches.
Fear God, and keep his Commandments.

Department of Public Instruction.

JOINT TEACHERS' INSTITUTE.

The Joint Institute for the counties of Butte, Yuba, Tehama, and Plumas, met in the upper hall of the Oroville Public Schoolhouse, in Oroville, on Tuesday, October 13th, at 11 A.M.

Superintendent C. G. Warren, of Butte, presiding, called the Institute to order. S. S. Boynton, of Plumas, was elected Secretary.

Opened with a short address from the Superintendent.

The following is a list of the teachers present, in all thirty-five:

From Butte—C. G. Warren, H. W. Wilson, H. T. Batchelder, J. P. Garlick, John Leininger, H. B. Whiteside, Chas. Kinsey, N. Fitzgerald, Wm. Burner, Maggie Morrison, Kate Hutchins, Lizzie J. Vance, Kittie Stow, Ada M. Gates, Lizzie A. Young, Mary M. Sparks, Clara Ford, Bella Clark, Philena Oliver, Mattie Moore, Frankie Week, Ellen Taylor, Sophie B. Mettsow.

From Tehama—A. H. Kennedy, J. F. Vicars, J. M. Bewley, Miss Jane Eachus.

From Yuba—W. N. Granger, F. H. Steele, B. A. Lillie.

From Plumas—G. W. Meylert, W. A. Sanders, S. S. Boynton.

From Sutter—W. D. Pittman.

The following committees were appointed, viz.: On Order of Business—J. C. Gray, A. H. Kennedy, and Miss Jane Eachus. On Resolutions—J. F. Vicars, H. W. Wilson, J. M. Bewley, Miss Ada M. Gates, and Miss Kate Hutchins.

Critics were appointed for each day's proceedings.

W. A. Sanders offered the following resolution:

Resolved, That the Convention go into Committee of the Whole on the subject of recommending a grammar for adoption by our State Board of Education, in place of Quackenbos' grammar.

After some discussion the resolution was indefinitely postponed.

TUESDAY, 2 o'clock P.M.

Superintendent Warren called the Institute to order.

Mr. J. C. Gray read an essay on "The Bible in the Schoolroom," which was followed by a discussion by Messrs. Allen, Sanders, and others.

Mr. Gray was requested to furnish a copy of his essay to *The Spectator*, for publication.

R. H. Allen presented the subject of Penmanship in an able and interesting manner. A remark he made while presenting this subject, is well worthy the attention of teachers and parents. It was as follows: "All pupils in the same writing class should write from one copy at the same time. When a pupil is absent

from school the blank space left in the writing book brings vividly to the mind of the parent the fact that there must be a corresponding blank in all the other studies."

W. A. Sanders, one of Spencer's pupils, also presented the subject of Penmanship at some length. Mr. S. said, that black-boards and slates should be ruled with a scale for showing the heights and proportions of letters—that all of the same grade should write from the same copy at one time, always placing this copy on the black-board, and then questioning pupils with regard to the proportion of each letter.

The remainder of the afternoon session was taken up in discussing the following question :

Resolved, That when corporeal punishment is decided to be necessary, it shall never be inflicted in a public manner.

Messrs. Allen, Granger, Sanders, Batchelder, Warren, and Kennedy, took part in the discussion of this question, which was finally laid upon the table.

SECOND DAY.

WEDNESDAY, 10 o'clock A.M.

Superintendent Warren in the Chair.

The minutes of Tuesday's sessions read, corrected and approved.

Mr. S. S. Boynton read an essay on "The Life of a Teacher." A discussion followed, which was participated in by Messrs. Granger, Allen, Kennedy, Gray, and others. Mr. Boynton was requested to furnish a copy of his essay to the *San Francisco Times*, for publication.

The subject of Arithmetic was introduced by A. H. Kennedy.

At 12 o'clock this subject was postponed until 2 P.M.

AFTERNOON SESSION.

The Institute was called to order by Superintendent Warren, at 2 o'clock P.M.

W. N. Granger was appointed to wait upon and introduce the State Superintendent to the Institute.

The subject of Arithmetic was resumed until the arrival, at 3 P.M., of the State Superintendent, Hon. O. P. Fitzgerald, and Col. E. Z. C. Judson, in company with Mr. Granger, who introduced the Superintendent by saying : "I have both the honor and pleasure of introducing to this body our Superintendent of Public Instruction, who has fully justified our expectation of him as a school official, as expressed in a resolution at our last meeting."

The Superintendent responded in a short address, in which he said, "this association of teachers was the first to extend to me a cordial word, and I have looked forward to this meeting with sincere pleasure."

A recess of some minutes was taken to allow of personal introduction. At the expiration of the recess, Col. E. Z. C. Judson was introduced to the Institute. The Colonel responded in a few well-spoken words.

The order of business was then resumed and Book-keeping was introduced by John Leininger, a graduate of the California Business University. Mr. Leininger presented this subject in a plain and business-like manner, and, at the close, the thanks of the Institute were tendered to him.

EVENING SESSION.

An interesting and amusing lecture was delivered in the Court-house, by Hon. O. P. Fitzgerald, Superintendent of Public Instruction. Subject: "The Common Schools of California."

THIRD DAY.

THURSDAY, 10 o'clock A.M.

The Institute was called to order by Vice-President Allen.

Minutes of Wednesday read and approved.

The method of teaching Grammar was illustrated by W. A. Sanders. Without doubt, Mr. Sanders is one of the best grammarians in our State, and he handled his subject in an entertaining and instructive manner.

By request, Col. Judson addressed the Institute for a few moments, at the close of Mr. Sander's remarks, for which he received a vote of thanks.

AFTERNOON SESSION.

The Institute met at 2 o'clock P.M., President Warren in the chair.

The subject of Grammar was resumed. Mr. Sanders offered the following resolution:

Resolved, That we recommend to the State Board of Education, for their adoption, Kerl's Common School Grammar, as our first choice, and Green's English Grammar as our second choice.

After a lengthy and rather warm debate on the merits and demerits of the different grammars, the motion was laid upon the table, and a committee of nine appointed to examine Kerl's Grammar, and report at the morning session. Messrs. Garlick, Sanders, Granger, Gray, Batchelder, Meylert and Steele, and Misses Stow and Oliver, were appointed to act as such committee.

H. T. Batchelder finely illustrated Physiology. Many members took part in the discussion which followed.

EVENING SESSION.

At 7 o'clock P.M., an instructive lecture was delivered, in the Court-house, by W. N. Granger. Subject: "A Talk about Letters."

Reading, by G. W. Meylert, of Plumas, was listened to very attentively, and received with applause.

FOURTH DAY.

FRIDAY, 10 o'clock A.M.

Vice-President Sanders in the Chair.

The minutes of the previous meeting were read and approved.

J. P. Garlick occupied a portion of the morning session on the subject of Reading, and offered the following resolution:

Resolved, That a multiplicity of text-books on Reading is detrimental in our ungraded public schools.

The resolution was discussed at some length by Messrs. Leininger, Batchelder, and others, and finally adopted.

The resolution pertaining to corporeal punishment was taken from the table, but, for want of time, was indefinitely postponed.

The Committee on Grammar reported as follows:

Resolved, That we would respectfully ask the State Board of Education to postpone the adoption of any work as a text-book on Grammar in the Public Schools of California until the meeting of the next State Teachers' Institute, in May, 1869, and that we ask them to examine Kerl's Common School Grammar first, and Green's English Grammar second, with a view to their adoption; and further,

Resolved, That we recommend no author be adopted until the publishers shall have placed themselves under bonds to the State of California that they will furnish the books at a stipulated price during the time for which it may be adopted.

This was followed by a lengthy discussion, in which most of the members of the Institute took part, on the merits of different grammars, which terminated in a vote requesting all holders of Educational Diplomas present, viz: Sanders, Allen, Granger, Gray, Warren, and Batchelder, to act as a committee to confer with the State Board on matters pertaining to the adoption of an advanced grammar.

The following resolutions were introduced and passed:

Resolved, That our thanks are due and are hereby tendered to Hon. O. P. Fitzgerald for his attendance upon our Institute, and for his lecture at a time when he was laboring under great physical disability; and further,

Resolved, That he has fully justified our expectations of him, as expressed in a resolution adopted at our last meeting; that we still have full confidence in him as a school official, and that we will continue to give him our cordial support and sympathy.

Resolved, That the careful and able manner in which G. H. Meylert, Superintendent of Schools of Plumas County has managed all business pertaining to the schools of that county meets our approval and endorsement, and that from his success in the business of teaching, and zealous work in the cause of education, we recommend him as a worthy recipient of a State Educational Diploma.

Resolved, That we earnestly recommend the study of phonography and phonetics to the teachers of Public Schools in our State, and that we would respectfully request W. A. Sanders to deliver a lecture before our next Institute on this subject.

Resolved, That in the opinion of this Institute the subject of book-keeping may with propriety and profit be introduced into the advanced classes of graded schools; but that it is not desirable to make it a specialty in other cases.

Resolved, That our thanks are due and are hereby tendered to C. G. Warren, for the courteous and able manner in which he has presided over this Institute, and to S. S. Boynton for the careful manner in which he has kept the minutes of the proceedings.

Resolved, That we hereby tender our thanks to the School Trustees of Oroville for the use of their house as a place for holding this Institute.

Messrs. Steele, Sanders and Gray, were appointed a committee to confer with Superintendents as to the time and place of holding the next Institute, and to assist in making arrangements therefor.

During the time of the Institute six teachers passed an examination, viz: John Leininger, S. S. Boynton, J. M. Bewley, Miss Kate Hutchins, and Miss Clara Ford, all of whom obtained certificates.

Thanks were voted to C. G. Warren and J. C. Gray, Committee of Arrangements, for the efforts they had made to cause the meetings of the Institute to pass off in so pleasant a manner to all concerned.

S. S. Boynton,
Secretary Joint Teacher's Institute.

REPORTS OF PUBLIC SCHOOLS.

ROLL OF HONOR.

Coon Hollow School, *El Dorado County:* John F. Creighton, Teacher. Term ending December, 1868. The following are the names of pupils whose record entitles them to be placed on the Roll of Honor: First Grade—Sarah Williamson, Flora Hardie, Jane Broad, Nettie Duncan, William Williamson, Carrie Ames, James Richards, John Ames, Richard Clifton, Thos. Tregenza. Second Grade—Mary Hardie, Mary Broad, Hester Williamson, Walter Miles, Mary Ames, Charles Broad, Annie Gilmore.

Taylorville Public School, *Plumas County:* Sadie Pelham, Teacher. The following are the names of those who have received seventy-five per cent. of all the credits given for November: Ephraim Leight, 93; Willie Thompson, 93; John Lewis, 89; Theodore Leight, 89; Mary Thompson, 89; Rachel Blood, 86; Sarah Watkins, 84; Eugene Leight, 80; Amanda Blakesley, 79; Mattie Duncan, 78; Ira Hayne Honsinger, 78; Anne Duncan, 78; Azelia Taylor, 77. Whole number of days attendance, 802; whole number of days absence, 90; number of times tardy, 60; average daily attendance, 45; total number on register, 66.

Onisbo Public School, *Sacramento Co.:* E. Rousseau, Teacher, Term ending November 27, 1868. The following are the names of those pupils whose average per cent. in attendance is not less than 95: First Grade—Mary J. Talmadge, 103; William N. Runyon, 101; M. Jane Kanady, 95. Fourth Grade—Josephine Talmadge, 95.

UNION SCHOOL, *Plumas County:* S. S. BOYNTON, Teacher.—Roll of Honor for whole term: Bell Evans, Rowena Ford, George Grabill, Samuel Smith.

"HOW WE APPEAR TO THE ENGLISH."—Our readers have been greatly interested in these papers, which are concluded in this number. The writer, in this last paper, introduces a controverted topic of great importance, but the discussion of which, in the TEACHER, would lead to no good result.

OUR BOOK TABLE.

CAMEOS FROM ENGLISH HISTORY: From Rollo to Edward III. By the Author of "The Heir of Redclyffe." New York: D. Appleton & Co. 1869. A. Roman & Co., San Francisco.

This is a series of pictures of events "at the most memorable moments" in English history. It is something beyond elementary history, without the objection fatal to the larger ones—that is, prolixity. We have felt the want of such a work—a judicious selection and brief recital of the most important events of English history—those events, accounts of which the well informed man should best know, because reference to them will most frequently be needed. Such is the conception and design of the work. The execution is very fair. The "cameos" are generally of first quality, and their settings tasteful. The book would be a success in the hands of students, and valuable to any reader.

A HANDBOOK OF NATURAL PHILOSOPHY. By W. J. ROLFE, and J. A. GILLET, Teachers in the High School, Cambridge, Mass. Boston: Woolworth, Ainsworth & Co. New York: A. S. Barnes & Co. 1868.

This is one of the series known as *The Cambridge Course of Physics*. The points of excellence are: Proper arrangement and systematic development of leading principles; bringing the expositions of principles and phenomena up to the latest discoveries of science; and giving summaries of principles after presenting something approaching an inductive proof of their correctness. The discussions of Sound, Light, and Heat are very good. The style has a clearness and distinctness of statement which greatly aid in understanding the descriptions of machinery and experiments. Binding handsome; typography good—marred by only a few blemishes. We commend the book to those who are laboring to ground their classes well in accurate and adequate knowledge of the elements of Natural Philosophy. For sale by H. H. Bancroft & Co., San Francisco.

ELEMENTS OF ASTRONOMY. By W. J. ROLFE and J. A. GILLET, Teachers in the High School, Cambridge, Mass. Second Edition. Boston: Woolworth, Ainsworth & Co., 117 Washington street. 1868.

This is a very complete presentation of the elements of astronomy. The work is philosophical in treatment and practical in its bearings—giving the methods of calculation and reasoning by which such wonderful knowledge of the heavenly bodies is gained. At the same time, the student is not involved in the intricacies of higher mathematics—a knowledge of plane geometry being sufficient to enable him to comprehend the demonstrations given. The book

will be found not to be unwieldy in the school-room—unwieldiness being the fault of works on this subject. The concluding pages, treating of the "Origin, Transmutation and Conservation of Energy," and the "History and Mythology of the Constellations," form a fitting conclusion of so sublime a subject, and one well adapted to inspire a thirst for further knowledge of this wonderful science. For sale by H. H. Bancroft & Co., San Francisco.

HANDBOOK OF THE STARS: For Schools and Home Use. By W. J. ROLFE and J. A. GILLET, Teachers in the High School, Cambridge, Mass. Boston: Woolworth, Ainsworth & Co. New York: A. S. Barnes & Co. 1868.

This book goes over the same course as that treated in the larger work by the same authors, "The Elements of Astronomy." It has in general the merits of that work, though given in condensed form, and "without mathematics"—a feature which would perhaps make it more suitable to some classes, and to the general reader. H. H. Bancroft & Co., San Francisco.

THE CAMBRIDGE COURSE OF ELEMENTARY PHYSICS. Part First—Cohesion, Adhesion, Chemical Affinity, and Electricity. By W. J. ROLFE and J. A. GILLET, Teachers in the High School, Cambridge, Mass. Philadelphia; Sower, Barnes & Potts, 37 North Third street. 1868.

This is the first part of *The Cambridge Course of Physics*, but a random selection for review threw it into our hands last. The others have been found so satisfactory that it is scarcely necessary to say much of this. It has the results of the latest investigations made in the science, added to systematic development in plan. For sale by H. H. Bancroft & Co., San Francisco.

A COMPLETE GRAMMAR OF THE GERMAN LANGUAGE: With Exercises, Readings, Conversations, Paradigms, and an Adequate Vocabulary. By JAS. H. WORMAN, A.M. New York: Published by A. S. Barnes & Co., 111 and 113 William street. 1868.

We know of no better book than this for teaching how to read, speak, and write the German language. The subject of declension is much simplified by the classification adopted—*four declensions;* and the difficulties of pronunciation are much lessened by the simplicity and clearness of the principles upon which the treatment of it is based. The exercises are numerous—a good feature, necessitating labor on the part of the student. For sale by H. H. Bancroft & Company.

A PRACTICAL GRAMMAR OF THE ENGLISH LANGUAGE: For the Use of Schools of every Grade. By THOS. W. HARVEY, A.M. Cincinnati: Wilson, Hinkle & Co. Philadelphia: Claxton, Remsen & Haffelfinger. New York: Clark & Maynard.

This book has some new things, and some very good ones. But it has in general nearly all the faults of that school of grammarians to which the author seems to belong. Of its class, it is, perhaps, as good as any.

ELLSWORTH'S SINGLE AND DOUBLE ENTRY BOOK-KEEPING AND BUSINESS MANUAL: For Schools, Academies, Business Colleges, or Private Instruction. By H. W. ELLSWORTH, Principal of the Ellsworth Business College, and Author of the Ellsworthian System of Popular Penmanship, etc. New York: H. W. Ellsworth, 756 Broadway, corner of Eighth street. D. Appleton & Co., corner Grand and Greene streets.

"A business man should be brief; a work on book-keeping should be brief; and a preface should be brief—but all be explicit." Thus the author opens his preface to a very good work on book-keeping, in which he certainly does not "treat the subject as a story," or run into "turgid disquisition," but is explicit, instructive, useful, practical. We recommend this book to teachers and business men as one of superior merit.

A MANUAL OF MYTHOLOGY: In the Form of Question and Answer. By the Rev. GEORGE W. COX, M.A., late Scholar of Trinity College, Oxford. New York: Leypoldt & Holt. 1868.

This book is a valuable contribution to the literature of the age. Adopting Professor Max Muller's system of interpretation, the author has applied it to the Greek, Latin, Egyptian, Assyrian, Vedic, Persian and Norse mythologies. With it, those endless and incomprehensible tales of heroes with mother-wives, monsters slain with unerring arrows, beautiful maidens abandoned by their husbands soon after marriage, but still soothing them in the death hour, all become simple, intelligible and beautiful. The "Tragedy of Nature" is the key to mythology. The book is invaluable to the classical student, throwing light on his path and revealing reserved beauties where gross sensuality would otherwise offend.

THE OVERLAND MONTHLY.

It is gratifying to the true Californian to know that the young civilization of the Pacific Coast has produced a magazine which will have an honored place in the periodical literature of the day. Such a place the *Overland Monthly* quietly assumed with the first number. The vigor, freshness and taste which characterize its editorial management, and the general strength and interest of contributed articles, make it a periodical which the people "will not let die." The "Holiday Number" was one of the finest of our holiday treats. The *Overland* is Californian in character—has no eastern or Old World model—but is the healthy growth of the native soil. Bright be its future!

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State Normal School.

BOARD OF TRUSTEES.

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TEACHERS.

Rev. W. T. Lucky, A.M.....Principal.
H. P. Carlton.....Vice-Principal.
Miss E. W. Houghton.....Assistant.
Mrs. D. Clark.....Assistant.

The Twelfth Term will commence on the 1st day of July, 1868. All candidates for admission must be present at that time. The regular exercises will commence on the 6th of July.

COURSE OF STUDY.

REQUISITES FOR ADMISSION.

To secure admission to the Junior Class, Second Division, applicants must pass a written examination on the following subjects, viz.:

Eaton's Common School Arithmetic—to percentage.
Eaton's Intellectual Arithmetic.
Greene's Introduction to English Grammar.
Willson's Fourth Reader.
Spelling; Penmanship.

Applicants for an advanced Class will be required to pass an examination on the studies previously pursued by that Class.

Junior Class—*First Session.*

Arithmetic—Eaton's Common School—complete.
Grammar—Quackenbos'—begun.
Geography—Guyot's Common School.
Reading—Willson's Fifth Reader.
Moral Lessons—Cowdery's.
Spelling—Willson's Larger Speller.

Junior Class—*Second Session.*

Arithmetic—Eaton's Higher.
Grammar—Quackenbos'—complete.
Rhetoric—Boyd's.
Physiology—Cutter's Elementary.
History—Quackenbos'.
Vocal Culture—Russell's.
Book-Keeping—Payson & Dutton's Single Entry.
General Exercises throughout the Junior Year—Penmanship; Object-Lessons: Calisthenics; Methods of Teaching; School Law; Composition and Declamation.

Senior Class—*First Session.*

Arithmetic—Eaton's Higher—reviewed.
Algebra—Robinson's Elementary.
Grammar—Greene's Analysis.
Natural Philosophy—Quackenbos'.
Physiology—Cutter's Larger.
Rhetoric—Boyd's.
Natural History—Tenney's.

SENIOR CLASS—*Second Session.*

Botany—Gray's.
Physical Geography—Warren's, with Guyot's Wall Maps.
Normal Training—Russell's.
Geometry—Davies' Legendre—five books.
English Literature—Shaw's.
Book-Keeping—Payson & Dunton's Double Entry.
General Exercises—Same as in Junior Year.

REGULATIONS OF THE STATE NORMAL SCHOOL.

Adopted by the Board of Normal School Trustees, March 28, 1868.

1. All pupils, on entering the School, are to sign the following declaration of intention:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

Male candidates for admission must be at least eighteen years of age; and female applicants at least fifteen years of age; and all must possess a good degree of physical health and vigor.

2. No person whose age exceeds thirty years shall be admitted to the School except teachers who are fitted to enter the Senior Class.

3. Whenever the number of applicants from any county shall exceed the number to which that county is entitled by law, the applicants shall pass a competitive examination before the County Superintendent, and the County Board of Examination; which examination shall be conducted in the same manner as county examinations for third grade teachers' certificates. The persons passing the highest examination shall be eligible to admission in the order of their standing in examination.

4. All applicants are required to present letters of recommendation, and certificates of good moral character, from the County Superintendent of the county in which they reside.

5. All new applicants shall present themselves for examination at least three days previous to the regular day of each term commencement; and no pupil shall be admitted during term time, except in the case of teachers who hold at least second grade State or County certificates.

6. The Principal of the School shall keep a register of the attendance of pupils, and shall report monthly, to the Secretary of the Board, the whole number enrolled, the average number belonging, the average daily attendance, the percentage of daily attendance, and such other statistics as may be required by the Executive Committee of the Board.

7. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one term of five months.

8. The Normal School shall be divided into two classes: Junior and Senior —each divided into two divisions.

GENERAL INFORMATION.

The time for completing the Normal School course is two years, each divided into two terms of five months.

There will be Written Examinations and Public Exercises at the close of each term. The Graduating Exercises will be in May.

Pupils will be required to furnish their Text Books. Books for reference will be furnished by the State. Good boarding can be procured at about twenty-five to thirty dollars per month.

Applicants will please read attentively the "Regulations" as given above particularly the Fourth and Fifth.

All graduates will be required to pass an examination on the entire course. Those who complete the studies of the Junior Class will be entitled to certificates of qualification, for teaching schools of Second and Third Grade.

For additional particulars, address

REV. WM. T. LUCKY, A. M., PRINCIPAL, San Francisco.

THE

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OUR PRIMARY TEACHERS.

AN ADDRESS BEFORE THE SANTA CRUZ AND MONTEREY COUNTIES TEACHERS' INSTITUTE, DELIVERED AUGUST 6TH, 1868.

BY C. L. ANDERSON, M.D.

THERE is a world of meaning in that old story of Anteus, the son of Earth and Neptune. His strength was ever renewed as he touched his mother Earth. But in wrestling with Hercules to prevent this renewal of strength, the hero held Anteus in the air, until he could squeeze him to death in his arms.

"The first man was of the earth, earthy," and so are all the children since his time. They take to mud puddles, dirt pies, and sand heaps, as naturally as ducks take to the water. But because of this instinctive passion for mother Earth, shall they ever remain blind to the sky and the air? Shall they be smothered and at last devoured by the earth? As well might they soar beyond earth's influence—beyond the atmosphere—and perish in vacant space, as to grovel forever in the dirt.

But there is a golden mean in this matter, as in almost everything else.

Children should neither be strangled in the air by a giant Hercules, who would ethereal ize them before their time, nor devoured by the earth ere their wings are fledged, to soar among glories celestial.

Now, whilst I have faith in things celestial—in the higher and nobler aims of spiritualized human beings, whose eyes look out of earth's windows into the great Cosmos—the Beautiful Universe—I would still have greater faith in the rejuvenating touch, Anteus-like, of mother Earth. It is supposed by some that the

races of wild men are fast becoming extinct. Such is not the fact, and were it true, the case would be, to my mind, a lamentable one. Every child that comes into the world has more or less of the wild in its nature. Thoreau used to say that "the West is but another name for the wild," and that wildness is the preservation of the world. It is the return of the prodigal son—the touch of Anteus to mother Earth—the renewal of the exhausted magnet. The seed of the highest cultivated apple brings forth a wild fruit, which may be taken and trained to yield a different, but not less excellent apple. In the cultivation of fruits and animals, it is often necessary to go back to the original stock, and start anew. The best varieties are said to "run out." And so it is with the races of men. A trained, cultivated, and artificial city-life seldom culminates in a great man. We must go back to the log school-house, in Nature's primeval forest, where we shall often find such men as Webster, Clay and Lincoln, with bare feet pattering on the earthen floor of these rude temples of knowledge. A famous biographical writer says: "The ideal of education is to tame men, without lessening their vivacity. Humble beginnings are favorable to the development of force of character, which wins the world's great prizes. Let us never again commend any one for 'rising' from obscurity to eminence, but reserve our special homage for those who have become respectable human beings, in spite of having had every advantage procured them by rich fathers."

It is true, we know the names of Shakspeare's early schoolmasters; but they in all probability were not his Primary Teachers. He learned human nature from all professions and occupations; but more particularly from the little wild ones—young in years and bright from Nature's hand; for we are told that "in his younger days, he was a schoolmaster in the country."

Blindness, poverty and reproach were some of the teachers who inspired the pen of Milton to write his "Paradise Lost." But they were not his best teachers. "Sunny days and innocent enjoyments, shadowy rose bowers, gentle labors amid vine and orchard, delicate fruit repasts, and sweet scenes of rosy morning and silvery moonlight," so handsomely pictured in "Eden-life," were drawn from early memories of Milton's home amid the glades and gardens of Horton, idealized by the bright sunlight of poetic fancy. Thus, we see how early and later training often combine to produce wonderful works of art. And Robert Burton is not the only man who has dissected and preserved his own "Anatomy of Melancholy."

We see William Cowper receiving his first lessons in sensitiveness at the hands of a tender mother. "Her hand it was that wrapped the little scarlet cloak around him, and filled his little bag with biscuits every morning, before he went to his first school." How unlike was the conduct of Byron's mother! At one moment she would hurl things at him, and the next she

would strain him with passionate fondness to her breast. And how true to these primary teachings was the history in after-life of these two men! A sweet and delicate humor plays throughout Cowper's life and compositions, "like golden sunlight on a pebbled stream." Whilst Byron's life and writings, on the other hand, exhibit a noble mind steeped in rebellious pride and misanthropy—a lofty genius debased to the foulest use—a hatred for all the world, and a care for nothing.

But it is scarcely my intention to speak of the mother's teachings. No just estimate can be made of the vast importance of her ministrations. I propose rather to speak of other early influences, and of their importance to the future life of noted characters.

Some of the most eminent men lost their parents young, and were educated by the "cold charities" of the world. Such persons have, by their early training, sooner learned to place a truer estimate on human character. Parental training is often better supplied by other controlling influences, to insure a successful intercourse with the world. A "petted child" is too often synonymous with a "spoiled child." The she-wolf, the foster-mother of the founders of Rome, was a better mother than the woman who spoils her child by an injudicious course of "petting."

Beside the natural bent, the hereditary influence and the early impressions received from the mother, the natural features of the landscape, animals, mountains, forests and streams, seem to impress lasting influences on the human character. Seven cities contended for the honor of having given birth to Homer. I believe, that neither had any just claims. Few of the world's true men of genius were born in cities. I would rather believe that he was born in the open air, on the banks of the river Meles, (as one of his names indicates,) and that, as the story goes, his home was a cave, at the source of the same. Virgil, like Homer, was a child of Nature—untainted by affluence or "high life"—a plain, country-born farmer boy, with chestnuts, curds, and cream for his fare:

> "The carpet-ground with leaves overspread,
> And woven boughs the covering for his head."

Thomas Campbell, whose verses are "lisped by children, and sung at public festivals," had for his first instructor, "a teacher who rejected all harsh discipline, putting kindness in the place of terror, and alluring rather than compelling the pupil to his duty."

John Wickliffe, in all probability, was taught until sixteen, by such schoolmasters as taught Hugh Miller—the rocky cliff overlooking the water—the valleys and the woodlands. His name even has a significance—the "cliff by the water." Thus, by his nearness and contact with Nature, he was strengthened for the mighty work of Reformation. His writings exhibit such vigor

and manly ruggedness, as to remind us, even at this distant day, of the rocky cliff, and the free air and water.

Socrates was an idle, complaining young man—*wishing* for wealth and fame, but doing nothing to obtain it. His course of life was changed by a striking remark of a venerable sage, who happened to hear his complaining: "Let him that would move the world, first move himself." Socrates was so impressed with the force of this remark, that his future greatness and usefulness might be said to be the result of it. No teaching is of any use, which does not touch the impressible part of our minds. It is thus that sick-bed readings and musings so often influence the person's course in after-life.

Gibbon, the historian, made an infidel of himself when young, by reading works of a peculiar caste, during a long spell of sickness. He never outgrew these impressions, but instilled them into all his works.

"A poor, lame little fellow lay among his intimate friends, the sheep, on the grass-cushioned crags of Sandy-Knowe, seeing below the windings of the silvery Tweed, and the gray ruins of Dryburg, nestling among dark yew trees; and in front, the purple summits of the Eildon's 'triple hight.'" What better schoolmasters could any one have, to be the author of the "Lay of the Last Minstrel," "Marmion," or the "Lady of the Lake"?

John Bunyan had dreams when a little boy, nine or ten years old, of a burning lake, and the devils chained down to wait for the great judgment. Could better tutoring be needed to write a dream of a Pilgrim's Progress from this world to the next?

It seems, that Luther was a very bad little boy. In all probability, he had obstinacy whipped into him. His mother would sometimes flog him until the blood would come, about very trivial matters, too. He was treated no better at school, for his teacher flogged him fifteen times one morning, we are told. It may be, there was good in all this. He was being prepared for rough times. And although he had better teachers afterward, there was a virtue in his obstinacy, especially in his contest for right. A man was needed who would dare to burn the Pope's bull, and who would enter the city of Worms, though devils were as plenty as tiles upon the house-tops!

But why should I continue to enumerate instances of the importance of early teachings? Some one has truly remarked, that "a bitter draft before breakfast makes bitters of the breakfast, and the taste of an unhappy childhood lingers long in the mouth." And the reverse is also true. A happy childhood lingers and sweetens all the after-life.

Knowing and feeling every day the vast importance and need of making our schools pleasant homes and agreeable places of daily resort, I trust that whatever of criticism I may offer on our present system of Primary Schools, may be received in the spirit of kindness and liberality, for only in that spirit is it offered. I

need say nothing of Grammar and High Schools—there are plenty of defenders of them. Every village in the land, and every parent or guardian of a pupil in every village, has an ambition to establish a Grammar or High School. And children who scarcely know the multiplication table as far as 3 times 1, are placed in classes to pursue High School studies.

Almost any kind of person is considered good enough to teach a Primary grade. And third grade certificates are all that are deemed necessary as a recommendation to trustees to hire Primary teachers. Now, I have for a long time held an opinion, which, the more I study it over the stronger it becomes, and that is, *that not one in fifty teachers in our common schools, is entirely adapted to successfully teach a Primary grade.* The work requires qualifications, tact, and capacity of resources, that cannot be bought for $50 per month. I would propose that the highest qualifications be required, and the best talent be obtained, for the Primary grade. And in order to command these qualifications and this talent, the highest wages should be paid.

Now, this proposition, at first thought, may not be pleasing to those engaged in the profession of teaching. It is true, men of every profession get fixed in old ways, and dislike to be disturbed. But this plan would render the work in the higher grades more successful and satisfactory. It would not lower the talent required up there, but would rather increase it. We think when we have expended large sums of money in building school-houses, and furnishing them according to the latest style, that the most responsible part of our duty is done. But it is a far more difficult task to get teachers who will properly train the young and delicate minds and bodies, according to the best principles. We all have favorites, or needy friends, who would like to occupy these new houses, and very often the good of a school is compromised to make room for some of these. And then, again, we are poor judges of what constitutes a good teacher. We often take assertion, arrogance, impudence, or an endorsed certificate as evidence of qualification; and the little innocents of the district suffer in consequence—for I am fully convinced, that a poor teacher is worse than none. It is scarcely possible to eradicate bad impressions, received in childhood. They are as enduring even as the good; they reach across the little stretch of our life, mingling and obscuring the bright rays which beam from the heaven of our hope.

Our State has a magnificent plan for a University, and not all on paper, either. The funds and the power to build it are not wanting. But without a more liberal provision for our Primary Schools—a more enlightened and common-sense policy—University grounds and buildings will only serve as monuments of folly. To make our public school system of education effective, we must begin at the foundation, and lay a broad and permanent basis. And mainly to our primary teachers must we look for

the accomplishment of this important work. Now, what should be the requirements and abilities of this class of teachers? And why should they possess higher attainments than grammar or high school teachers? My answer is simple: As they are the chief instruments in moving the world, they should be capable, in the first place, of moving themselves. They should make their schools homes, in the best sense of the word—at least next to the home where mother is. In order to do this, something more is needed in our schools than instruction in spelling, reading and writing. Even the knowledge contained in books is barely sufficient. A practical in-door and out-door knowledge of common things—the Book of Nature—should be among the qualifications of the primary teacher. The child is a stranger in a wonderful curiosity shop, and no common fund of knowledge, no smattering of technicalities, and no ordinary talent of communication, or tact in management, will prove satisfactory to a class of fifty anxious inquirers, all intensely and wonderfully earnest in their pursuit of knowledge. To give such a class into the hands of some juvenile, who knows scarcely more than they, or some antiquated specimen of humanity, who has managed to obtain a third grade certificate, but who has neither tact or knowledge for such a task, is a crime that should not be tolerated in this intelligent age. And yet, it is tolerated every day, and in almost every school district in California. By this, I do not mean that our State is behind any other State in the Union, in educational progress. But until greater importance is attached to the work of the Primary Teacher, and a different kind of talent required to perform that work, High School and University buildings will, for the most part, be simply ornamental.

San Francisco may boast of an admirable school system. It is justly deserving of praise. There are one and a half millions dollars invested in school-houses. I would not wish it were less. I would only change that which may be glaringly ornamental, (and I am satisfied that at least one third of it is of that kind,) to make still more liberal accommodations for the Primary Departments. I would make those so prominent, that no longer would it be considered an inferior place to teach a primary grade. As it is now, it is considered a mark of inferiority to be only able to teach an infant class, and there is a constant desire in teachers to get out of the primary room into some place higher. And now, this brings me back to what I have already said, that not one teacher in fifty is entirely adapted to successfully teach a primary grade. The fault chiefly lies in their own education. Instead of being able to lead their pupils up to Nature, and to establish a sympathy and understanding between them, they lead them away from her, into artificial fields, and the dry pastures of text books, rules and formulas.

But few persons can talk to children in their own language; and to teach any branch of science to a child, will require a thor-

ough knowledge of the same, on the part of the teacher. I would not exclude text books, rules and formulas, by any means; but the teacher should be so familiar with the subjects, that principles might be fixed in the mind by objects and illustrations, rather than through the uninteresting process of rules and formulas.

Now, it is a very difficult matter to say exactly what a Primary School should or should not be. It should not be altogether a place to send children out of the way of folks at home—a sort of barren island for the banished. It should not be altogether a place to develop the muscular or the musical powers. It should not be a ball-room or a nursery; a play-house or a study; a lecture-room or a confectioner's shop.

It might partake somewhat of all these, and be in the best (at least next best) sense of the word, a *home*. "To Adam, Paradise was a home; to the good among his descendants, *home* is a Paradise," says Archdeacon Hare. And so should the Primary School be a home. It should be a place to take care of those who are in the way, not only at home, but on the streets—a place where calisthenics—"beautiful strength" of mind and body, may be taught—a nursery—a lecture-room—a study—and if you please, a confectioner's, where candy and "ambrosial gingerbread" may be dispensed in a literal and substantial sense.

Theodore Parker says that in America, "every one gets a mouthful of education, but scarcely any one a full meal." A mouthful is enough of what is called education, unless it were better than that served up by most of schools and colleges. It is so adulterated that but few persons can bear a full meal without impairment of the constitution. A mouthful is sufficient to disclose the unsubstantial nature of the repast. It is not that I would say a word against a high classical education—it is not that I plead for log school-houses, with dirt floors, but rather that we should make education to consist of something more than appropriating the mind as a store-house for the obsolete trumpery of the Past. In a certain sense, there is a deep truth in the remark of Thoreau, that "He is blest over all mortals, who loses no moment of the passing life, in remembering the past." How much, for instance, is there worth stowing away in the mind of England's history? We cannot well afford to spend more than a few passing moments on most of her Kings, and the less we remember of such brutes as Henry the VIII, and Edward the IV, the more time we shall have to think of better things. And it may be, that a reading of Dicken's "Child's History of England," would be more profitable than both Hume and Macaulay.

There may be persons of antiquarian tastes, who prefer to ignore the present and live over again the scenes of the past, who seldom come down to a period later than Homer or Eschylus,

and when called by the commander of the Present, "Follow me," they still pray, as did that disciple of old, for permission to go and bury their fathers; and in burying their fathers, they often bury themselves in the same grave.

But we live in a new country, where the calls for help in the present time are numerous. We are the Primary Teachers of this new land, and it is important, vastly important, that we begin right. The first steps, if in the wrong direction, may not be easily retraced. First impressions, first words, first thoughts, and first looks produce an influence that after years, and after labors, and the highest of the High School teachers can never efface.

As I have already remarked, the mind should not be so much a store-house to receive and retain knowledge, as a workshop or machine, in which the different kinds of knowledge may be manufactured. And the object of all school training - more especially the primary—should be to invigorate and strengthen the moral and perceptive faculties, more than to cram the mind with rules and formulas, and thoughts of other men.

Self-reliance should be a daily lesson in every school, as much so as arithmetic or grammar, and the laws of the child's nature should be allowed to have a reasonable sway, so that it may be "tamed, without destroying its vivacity"—educated *into* instead of *away* from the family, whose mother is Earth, and whose home is the Beautiful Universe.

Thus, I have faintly indicated the work, and the kind of Primary teachers needed. I scarcely think any one can doubt the correctness of my assumptions; and such being the case, the sooner we of this new country adopt the plan of laying the foundations of our public schools intelligently in the primary grades—supplying, to a certain extent, the deficiencies of home culture—building and furnishing our school-houses more as homes should be furnished—not crowding the teacher with pupils—demanding the best teachers for the beginners—and generally making the school-room and the school-grounds a place that shall be ever bright in the memory of after years, filling it with a pleasant fragrance, and pervading the soul with a kindly influence that shall go with it down to the latest moment of life, and up to the Elysium of the Blest—the sooner this is done, the sooner shall we of the present, and they of the future generations, enjoy the reward of our labors.

THE propriety of changing the site of Yale College is being seriously discussed by the members of its Faculty and Board of Trustees. Two places are suggested in opposite parts of New Haven—the elevated ground at the head of Hillhouse avenue, and the site of Gerard Hallock's home, in the southwestern part of the city, toward what is known as "Oyster Point."

OBJECT-LESSONS FOR SMALL CHILDREN.

SEVENTH AND EIGHTH GRADES.—SILVER.

You have all seen, hundreds of times, such articles as I now hold in my hand; can you tell me of what they are made? Of silver?

And what is silver? A mineral—a metal.

Yes; it is a mineral, and also a metal. And where do all minerals come from? They are dug out of the ground.

Is there any silver found in California? Yes; there is some.

Can you tell me any of its qualities; as you mention them, I will write them upon the board? It is hard.

Wait one moment; look at this spoon and see the dents in it. Do you think you could dent iron in that way? No.

Why not? Because it is too hard.

Well; what do these dents prove about silver? That it is not very hard.

Try if you cannot be more successful next time? Silver is opaque.

How do you know? We cannot see through it. It is solid; it is heavy; it is white.

Yes; those are some of its qualities. Can it be hammered out into sheets, think you? Yes; it is malleable.

Isn't it ductile, too, teacher?

What do you mean by that?

Can't it be drawn out into wire?

Yes; it is very ductile. See; what am I doing to this spoon? You are bending it.

What makes it bend so easily? Silver is flexible.

Now, I drop it on the table, and you hear a ringing sound; do you remember the name that is given to such a quality? Sonorous.

Yes; some one has remembered it; silver is sonorous. Now; tell me some of its uses? To make money.

Yes; but is money *pure* silver? No; silver is too soft. It has to be combined with some harder metal—such as copper.

What else is silver used for? Spoons, thimbles, watch-cases, forks, napkin-rings, cups, tea-sets, water-pitchers, etc.

Now repeat in concert the qualities and uses of silver, and then I will read you some pretty verses about a Silver Bird's-nest.

Qualities—Mineral, metallic, soft, opaque, heavy, white, malleable, ductile, flexible, and sonorous. *Uses*—For money, spoons, watch-cases, forks, napkin-rings, cups, tea-sets, water-pitchers.

SILVER BIRD'S-NEST.

"A stranded soldier's epaulet
The waters cast ashore,
A little winged rover met,
And eyed it o'er and o'er.

"The silver bright so pleased her sight,
On that lone, idle vest,
She knew not why she should deny
Herself a silver nest.

"The shining wire she peck'd and twirl'd;
Then bore it to her bough,
Where on a flowery twig 'twas curl'd,
The bird can show you how;
But when enough of that bright stuff
The cunning builder bore,
Her house to make, she would not take
Nor did she covet more.

"And when the little artisan,
While neither pride nor guilt
Had entered in her plan,
Her resting place had built,
With here and there a plume to spare
About her own light form,
Of these, inlaid with skill she made
A lining soft and warm.

"But do you think the tender brood
She fondled there and fed
Were prouder when they understood
The sheen about their bed.
Do you suppose they ever rose,
If higher power possess'd,
Because they knew they peep'd and grew
Within a silver nest."

MISCELLANEA.

AGASSIZ AND THE GLACIERS.—Prof. Agassiz said some interesting things concerning his pet glacial theory at the Amherst Agricultural Meeting recently. He declared that all the materials on which agricultural processes depend are decomposed rocks, not so much rocks that underlie the soil, but those on the surface and brought from considerable distances and ground to powder by the rasp of the glacier. Ice, all over the continent, is an agent that has ground out more soil than all other agencies together. The penetration of water and baking suns have done something, but the glacier more. In a former age, the whole United States was covered with ice several thousand feet thick, and this ice, moving from north to south by the attraction of tropical warmth, or pressing weight of ice and snow behind, ground the rocks over which it passed into the paste we call the soil. These masses of ice can be tracked as surely as game is tracked by the hunter. He had made a study of them in this country as far south as Alabama, but had observed the same phenomenon, particularly in Italy, where, among the Alps, glaciers are now in progress. The stone and rocks ground and polished by the glaciers can easily be distinguished from those scratched by running water. The angular boulders found in meadows, and the terraces on rivers not now reached by water, can be accounted for only in this way.

How they Manage Education in France.—From a return, published by the Imperial Commission on Technical Education in France, it appears that there are fifty farm schools for giving theoretical and practical agricultural instruction in the first degree to youths who intend to follow the occupation of farm servants. The expenses, so far as regards the salaries of the masters, and partly of the board of the pupils, are defrayed by the state; but all the outlay and risk of farming are borne by the director. The whole expenditure of the state for each of these fifty establishments amounts, on the average, to 14,000f. or 15,000f., and instruction is given to about 1,500 apprentices, which corresponds to an average of thirty pupils to each farm, at an annual cost of about 250f. per head. The results of technical and practical teaching given at these farms are generally satisfactory, and the development of such primary agricultural institutions cannot be otherwise than beneficial. Above these first schools, and as establishments of secondary instruction, there are the three agricultural district schools. Each of these schools has six professors, and the course of study, which extends over three years, is terminated by an examination, at which the pupils who give satisfaction receive certificates. Besides the schools spoken of above, there are establishments of an unpretending kind, intended to train either good farm bailiffs or simply agricultural laborers and maid-servants. Owing their origin to charity, these private institutions find their pupils among the poorest and most destitute of the youthful population, and tend to retain in the rural districts and employ in field-work the young girls whom the attractions of lighter labor, but less favorable to health and morals, are continually drawing toward factories or work-rooms for sewing and embroidery.—*Mark-Lane Express.*

To Young Men.—Parton writes: "If you look into the early life of truly helpful men, those who make life easier and nobler to those who come after them, you will almost invariably find, that they lived purely in the days of their youth. In early life the brain, though abounding in vigor, is sensitive and very susceptible to injury, and this to such a degree that a comparatively brief and moderate indulgence in vicious pleasures appears to lower the tone and impair both the delicacy and efficiency in the brain for life. This is not preaching, boys; it is simply the truth of science."

Coleridge, in one of the most beautiful of similes, illustrates the pregnant truth, that the more we know the greater our thirst for knowledge, and the more we love the more instinctive our sympathy: "The water lily, in the midst of waters, opens its leaves and expands its petals at the first pattering of showers, and rejoices in the rain drops with a quicker sympathy than the parched shrub in the sandy desert."

There are thirty college papers published in the United States.

DEPARTMENT OF PUBLIC INSTRUCTION.

PROCEEDINGS OF CALAVERAS COUNTY TEACHERS' INSTITUTE.

THE Teachers' Institute of Calaveras County for the present school year, commenced at San Andreas, December 15th, 1868. W. S. Williams, County Superintendent, in the Chair. Barlow Dyer was elected Vice President, and William Nellis Secretary.

Present: W. S. Williams, W. J. Dakin, B. Dyer, F. Day, R. Reeves, T. J. Peachy, J. A. McMahon, S. A. Perry, D. B. Merry, Miss Laura Sheldon, Miss Ella Breckenridge, Miss Julia Sawyer, Miss Jennie A. Morse, Miss Lizzie Settle, Miss Mary H. Garland, Miss Clara Foster, and Miss Bella Louttit.

Miss Jennie A. Morse was appointed Critic for the day.

The following committees were appointed by the Chairman: *On Programme*—Messrs. B. Dyer, W. J. Dakin, William Nellis, Miss Julia Sawyer, and Miss Lizzie Settle. *On Introductions*—Miss Settle, Miss Morse, and Mr. Dyer. *On Resolutions*—B. Dyer, F. Day, R. Reeves, and Miss Sawyer. *On Music*—Miss Sheldon, Miss Breckenridge, and J. A. McMahon.

Mr. Williams then opened the Institute with an able and interesting address. After the preliminary exercises, the remainder of the forenoon exercises consisted of the discussion of "Punctuality," in which Messrs. Dyer, Dakin, Williams, Day, Reeves and Nellis participated.

AFTERNOON SESSION.

Institute met at 2 o'clock. Superintendent Williams in the chair. Minutes of forenoon read and approved.

The Committee on Programme made the following report:

TUESDAY, P.M.—Subject for discussion: "Resolved, that correct School Discipline is of primary importance to success in our Public Schools." *Evening*—Lecture by W. J. Dakin. Subject: "Mutual Relations of Parents, Pupils and Teachers."

WEDNESDAY, A.M.—"Reading and Spelling." *Afternoon*—"The Duties of a Teacher." *Evening*—Lecture by J. G. Severance. Subject: "Home Culture."

THURSDAY, A.M.—"Grammar, Arithmetic and Geography." *Afternoon*—"Qualifications Requisite for Successful Teaching."

Report accepted and committee discharged.

The subject under discussion, "School Discipline," elicited very interesting remarks from Messrs. Dyer, Dakin, Wells, Peachey, Williams, Day, Reeves and Nellis.

EVENING SESSION.

W. J. Dakin delivered a lecture which was highly instructive and creditable to the author, affording much gratification to all present.

SECOND DAY.

WEDNESDAY, December 16th, 1868.

Institute met at 10 o'clock A.M. The minutes of previous meeting were read and approved.

The report of the Critic was read and accepted, and a vote of thanks of the Institute tendered her for the same.

Miss Mary H. Garland was appointed by the chair to act as the Critic for the day.

"Reading and Spelling" were very ably discussed by Messrs. Williams, Dyer, Nellis, Merry, Peachey, Day, Reeves and Dakin.

At the close of the morning session, Mr. D. B. Merry offered his resignation as a member of the Calaveras County Institute.

AFTERNOON SESSION.

Institute met at 2 o'clock. W. S. Williams in the chair. The minutes of the morning session were read and approved.

The subject of "Duties of a Teacher," was taken up. This subject, covering, as it did, a wide field, called forth a very spirited discussion, occupying the remainder of the afternoon session, and was participated in by Messrs. Nellis, Dyer, Day, Merry, Dakin, Williams, Reeves, Perry and Father Fitzpatrick.

EVENING SESSION.

Mr. J. G. Severance delivered a lecture on "Home Culture." The lecture was a grand literary treat, and surprised Mr. S.'s most admiring friends, and, it is needless to add, highly delighted the teachers and citizens present.

THIRD DAY.

THURSDAY, December 17th, 1868.

Institute met at 10 o'clock A.M. W. S. Williams in the chair. Minutes and Critic's report for Wednesday read and approved.

The best method of teaching Grammar, Arithmetic and Geography, occupied the attention of the Institute during the forenoon, and demonstrated that the teachers have "live, modern ideas" of these subjects.

AFTERNOON SESSION.

The closing session of the Institute convened at 2 o'clock.

After a short discussion on "Requisites for Success in Teaching," and other miscellaneous topics, in which the several teachers bore able and highly creditable parts, the Institute closed its annual labors, by passing the following resolutions:

Resolved, That in the untimely death of our former Superintendent, O. V. Currier, Esq., we have met with an irreparable loss; we mourn an able educator, a wise counsellor and a true friend. But since it has pleased the Great Educator to remove, so suddenly, from our midst, one so esteemed and respected, we must bow in reverence. We will revere his memory and emulate his example.

Resolved, That in our Public School System we recognize the great safeguard of the Republic; that in it lies the germ of our future greatness; that from it must come those intelligent, virtuous and patriotic men and women to whose care will soon be committed the destinies of this nation.

Resolved, That we have derived great pleasure and profit from the present session of our Institute, and have no sympathy in common with those teachers who have not sufficient interest in public education to attend yearly gatherings of this kind.

Resolved, That the thanks of the Institute are due to the Secretary, Mr. Wm. Nellis, for the faithful manner in which he has performed his duties.

Resolved, That we feel grateful to the citizens of San Andreas for the sympathy and encouragement that they have extended to us during the session of the Institute.

Resolved, That it is with mingled emotions of pride and pleasure that we have listened to the able and interesting lectures of Mr. Dakin and Mr. Severance.

Resolved, That we duly appreciate the kindness and courtesy that we have received from our worthy Superintendent, Mr. W. S. Williams, and the marked ability displayed by him in the management of our Institute, and pledge to him our hearty support.

Resolved, That the next session of our County Institute be held at Mokelumne Hill, and that we extend to the teachers of Amador County a cordial invitation to meet and unite with us in a Joint Institute on that occasion.

Resolved, That the Superintendent, Mr. Williams, be instructed to request the editor of the *Calaveras Chronicle* to publish the foregoing minutes of our present session.

The Institute adjourned to the next annual meeting.

We cannot speak too highly of the interest manifested by the different teachers to have the Institute pleasant and instructive, and certainly feel that the present has been one of the most profitable gatherings of the kind ever held in the county.

WM. NELLIS. *Secretary.*

REPORTS OF PUBLIC SCHOOLS.

ROLL OF HONOR.

NICOLAUS PUBLIC SCHOOL; *Sutter County:* D. POWELL, Teacher. (Term ending December 24, 1868.) Julia Holmes, Bianca Drescher, David Redfield, Ada Comstock, Jennie Block, and Fannie Wagner.

FRENCH GULCH SCHOOL; *Shasta County*: WM. STONE, Teacher.—(Quarter ending Jan. 22, 1869.) Masters John Gartland, Wm. Matherson. Misses Nellie Watts, Eliza Matherson, Eva Mosher, Louisa Frank, Isabella Lowdon, Mary Murray, Maggie Matherson, Carrie Dickinson, Ira Dickinson, Lily Dickinson, and Johanna Madden. Girls enrolled, 29; boys enrolled, 23; total, 53; average attendance, 48.

RESERVOIR DISTRICT SCHOOL; *El Dorado County:* D. B. MERRY, Teacher. (Term ending Jan. 22, 1869.) Emma H. Reese, Katie Olmstead, John Reese and Edward Hancock.

MARR'S FIRST LESSONS IN GEOMETRY.—We are pleased to see that the City of New York has adopted this book as one of the Common School Course. Of California Educational Boards, that of Santa Clara takes the initiative in the matter. We hope San Francisco, (and the State, so far as practicable,) will soon follow.

STATE BOARD OF EXAMINATION.

EXTRACTS FROM REVISED SCHOOL LAW.

SECTION 86. There shall be a State Board of Examination, consisting of the Superintendent of Public Instruction, who shall be ex-officio Chairman, and four professional teachers, who shall be appointed by the Superintendent of Public Instruction; *provided*, that no person shall be eligible to such appointment unless he holds a State educational diploma. The Board shall meet at such times and places as may be designated by the Chairman, and shall hold at least two sessions in each year. It shall have power to grant certificates of the following grades, to wit: State educational diplomas, valid for six years; State certificates, first grade, valid for four years; second grade, valid for two years; third grade, valid for one year.

SEC. 87. Every applicant for a State diploma, or for a State certificate of the first or second grade, shall be critically examined, by written or printed questions, and by additional oral examination, in algebra, arithmetic, English grammar, English composition, geography, history of the United States, school law of California, physiology, natural philosophy, orthography, defining, penmanship, Constitution and Government of the United States, reading and elocution, and theory and practice of teaching. Extra credits may be given for ability to teach drawing, vocal or instrumental music, and school calisthenics. For success and experience in teaching, extra credits may be allowed, as the State Board of Education may determine. Certificates shall be issued to such persons only as, in addition to passing examination in the studies herein specified, shall have given evidence of good moral character and fitness for the profession of teaching. State educational diplomas shall be issued to such persons only as shall have been employed in the occupation of teaching at least three years; and the holders of said diplomas shall be eligible to teach in any public school in the State, except high schools in which the ancient and modern languages are required to be taught by such teachers. State certificates of the first grade shall entitle the holders to teach in county schools of the first grade, and in all grammar schools. State certificates of the second grade shall entitle the holders to teach in second grade schools, and as assistants in grammar schools. State certificates of the third grade shall entitle the holders to teach in any primary school. The standing in each study of each successful applicant shall be endorsed upon the back of his or her diploma or certificate, together with his or her total percentage and relative standing in the class. The State Board of Examination shall have power to revoke, for immoral or unprofessional conduct, or habitual profanity, intemperance, cruelty, or evident unfitness for the profession of teaching, any diploma or certifi-

cate granted by it, and to renew all State certificates at the expiration of the time for which they were granted.

SEC. 88. All regularly issued State Normal School diplomas from any State Normal School in the United States, and all life diplomas granted by the State Board of Examination in any of the United States, shall be recognized by the State Board of Examination of this State as *prima facie* evidence of fitness for the profession of teaching; and the said Board shall, on application of the holders thereof, proceed to issue, without examination, State certificates, the grade to be fixed at the option of the Board: *provided*, in all cases satisfactory evidence be given of good moral character and correct habits. All applicants for State diplomas or certificates shall pay an examination fee of two dollars, which shall be appropriated to the support of the State educational journal.

SEC. 89. In order to elevate the profession of teaching and advance the interests of public schools, the State Board of Education shall grant teachers life diplomas, which shall remain valid during the life of the holder, unless revoked by the said Board for immoral or unprofessional conduct, or want of qualifications to teach. Said diploma shall be granted to such persons only as shall have taught one year successfully after receiving a State educational diploma from the State Board of Examination, or who shall have held for one year after receiving a State diploma, the office of State, City, or County Superintendent. Applicants for life diplomas shall file with the State Board of Examination certificates of their success in teaching; and said Board, after due consideration and examination, shall present the applicant to the State Board of Education with a recommendation either for or against its being granted. The State Board of Education may recognize the life diplomas of other States of the United States, and issue to the holders thereof life diplomas of this State. Each applicant for a State life diploma shall pay the sum of five dollars to defray the expense of filling out and issuing the diploma.

SEC. 94. The State Board of Education shall prescribe a standard of proficiency before a County Board, which shall entitle the holder of the certificate to a certificate from the State Board of Examination; and whenever such standard is reached, the County Superintendent shall certify the facts, together with certificates of the party's character, to the State Board of Examination, and that body may grant or refuse a State certificate and fix its grade. * * *

RULES OF THE STATE BOARD OF EXAMINATION.

1st. *The examination by a County Board, for a State Certificate, must be held within thirty days after the questions are sent out from the Department of Instruction.*

This is to prevent teachers who may go from one county to another from passing a second examination on the same set of questions, and also to guard against communications by letters concerning the character of the questions in use.

2d. *The papers must be* EXAMINED, CREDITED, SUMMED, *and* FORWARDED *to the State Board.*

The original papers are required, to prevent the possibility of unfair crediting by any County Board.

3d. *The members of the County Board are required to certify that the applicant has a good moral character, and has been successful in teaching.*

4th. *Candidates for State Educational diplomas must produce satisfactory evidence of at least three years'* SUCCESSFUL EXPERIENCE *in teaching; must have held first grade State certificates at least one year, and must have obtained, on examination, a high per cent., unless a graduate of a State Normal School; and, also, must be fully endorsed as successful teachers by the Superintendents of the counties in which they have taught.*

County Superintendents and others are particularly requested not to recommend any for this honor but professional teachers, who have given proof of eminent success and ability, as it is not merely intended to be an evidence of superior scholarship, but also of approved excellence as teachers.

5th Applicants for Life diplomas, in order to be recommended by this Board to the State Board of Education, must produce evidence of ten years' successful experience in teaching; they must have held a State educational diploma at least one year, and, during this time, must have taught school, or held the office of State, County, or City Superintendent, and must be recommended by some professional teacher of acknowledged ability.

A Life diploma is the highest honor in the profession which can be conferred on a teacher in this State, and it is given as a reward for long and successful service in the cause of education. Therefore, County Superintendents and teachers are particularly requested to be very discriminating in their recommendations for this honor.

The standard of proficiency in examination, required by the Board for THIRD GRADE STATE CERTIFICATES, is 65 per cent.; for SECOND GRADE, 75 per cent., and for FIRST GRADE, 85 per cent.

REPORT OF THE STATE NORMAL SCHOOL, JANUARY, 1869.

SENIOR CLASS—Ladies, 47; Gentlemen, 6—53. JUNIOR CLASS—Ladies, 84, Gentlemen, 8—92. Number entered, 145; number left, 4. Remaining, 141.

TRAINING SCHOOL—Number enrolled, 145; number of Classes, 3.

A COLLEGE was recently inaugurated at Naples for the study of Asiatic languages, thereby greatly facilitating the relations between Italy and the East.

APPORTIONMENT OF PUBLIC SCHOOL FUNDS.

OFFICE OF CONTROLLER OF STATE,
Sacramento, Cal., February 2d, 1869.

HON. O. P. FITZGERALD, Sup't Public Instruction:

DEAR SIR:—I herewith send you a statement of the amount of money in School Fund subject to apportionment. You will observe, that it exceeds largely the amount named in my estimate of November 27th, 1868, which was made on the basis of last year's revenues. The excess is due to the increased amount received as interest on School Lands, said amount being sixty-seven thousand dollars this year, as against nineteen thousand last year.

Yours, very respectfully,
ROBT. WATT, Controller.

OFFICE OF CONTROLLER OF STATE,
Sacramento, Cal., February 1st, 1869.

To the Superintendent of Public Instruction of the State of California:

SIR:—In accordance with the provisions of an Act to provide for a system of Common Schools, approved March 21, 1868, I hereby report as follows:

The securities belonging to the Common School Fund consist of bonds of the State of California, bearing interest at seven per cent. per annum, held by the State Treasurer in trust for the School Fund, and amount to seven hundred and forty-seven thousand ($747,000) dollars.

The amount of money in the State Treasury this day, subject to apportionment for school purposes, is two hundred and sixty-three thousand nine hundred and forty-three dollars and twenty-six cents ($263,943 26.)

The statement showing the balance subject to apportionment is as follows:

Semi-annual interest on bonds held by State Treasurer	$26,145 00
One half of amount received from poll taxes of August 1st—Jan. 31st	30,219 53
Interest on State School Lands August 1st—January 31st	67,277 54
Fines for violation of Revenue Laws	48 50
Apportionment of property tax of 1865 (8 cents on each $100)	143,918 99
	$267,609 56

From which deduct as follows:

Certificate of Registry of State Land Office of lands proved not to be the property of the State, received from County Treasurers	$400 80	
Amount paid for CALIFORNIA TEACHER	3,265 50	
		3,666 30
Amount subject to apportionment		$263,943 26

Very respectfully, your obedient servant,
ROBT. WATT, Controller.

APPORTIONMENT.

Total number of census children between five and fifteen years of age entitled to receive school money, 104,092. Amount per child, $2 53.

Alameda County.—Alameda, 130; Alvarado, 98; Alviso, 51; Bay, 37; Brooklyn; 465; Centreville, 115; Eden Vale, 39; Encinal, 82; Eureka, 84; Laurel, 191; Lincoln, 40; Livermore, 149; Lockwood, 38; Mission San Jose, 74; Mission Peak, 26; Mowry's Landing, 45; Murray, 119; Oakland, 1,038; Ocean View, 91; Palmyras, 41; Peralta, 112; Pleasanton, 82; Redwood, 24; San Lorenzo, 76; Suñol, 56; Temescal, 106; Union, 269; Washington, 73; Warm Springs, 84; Cosmopolitan, 52; Vallicitos, 58. Total, 3,945; amt., $9,980 85.

Alpine.—Everett, 18; Franklin, 41; Fredericksburg, 22; Lincoln, 22; Webster, 27. Total, 130; amount, $328 90.

Amador.—Amador City, 62; Aqueduct City, 30; Buckeye Valley, 25; Buena Vista, 70; Clinton, 36; Copper Hill, 25; Drytown, 85; Fiddletown, 102; Franklin, 15; Forest Home, 37; Ione Valley, 109; Jackson, 195; Jackson Valley, 33; Lancha Plana, 94; Mountain Echo, 24; Mountain Springs, 28; Milligan's, 42; Muletown, 52; Oneida, 74; New York Ranch, 35; Puckerville, 60; Pine Grove, 65; Sutter Creek, 219; Union, 95; Union Church, 26; Upper Rancheria, 41; Van Winkle, 12; Volcano, 54; Williams, 30; Willow Springs, 33; Washington, 95. Total, 1,903; amount, $4,814 59.

Butte.—Bangor, 40; Bidwell, 20; Butte Valley, 73; Central House, 50; Cherokee, 94; Chico, 277; Cañon Creek, 42; Delaplain, 50; Dayton, 82; Eureka, 42; Evansville, 36; Forbestown, 64; Hamilton, 37; Kimshew, 90; Live Oak, 59; Lone Tree, 35; Mesilla Valley, 42; Morris Ravine, 17; Mountain Spring, 48; Mud Creek, 73; Meridian, 44; Oroville, 290; Oregon City, 39; Pine Creek, 57; Rio Seco, 63; Rock Creek, 63; Salem, 32; Sandy Gulch, 36; Stoneman, 21; Upham, 8; Wyandotte, 68; West Liberty, 28; Wyman's Ravine, 42. Total, 2,062; amount, $5,216 86.

Calaveras.—Angels, 171; Altaville, 90; Brushville, 115; Comanche, 111; Campo Seco, 114; Cave City, 78; Chili Gulch, 78; Copperopolis, 261; Douglas Flat, 46; Eureka 31; Fourth Crossing, 67; Mokelumne Hill, 189; Mosquito Gulch, 25; Murphy's, 212; Negro Gulch, 50; Petersburg, 72; Pleasant Spring, 12; San Andreas, 201; Spring Valley, 41; Telegraph City, 92; Upper Calaveritas, 58; Vallecito, 88; West Point, 79; Washington Ranch, 94; Union, 55. Total, 2,430; amount, $6,147 90.

Colusa.—Butte Creek, 19; Colusa, 136; Dry Slough, 65; Franklin, 88; Grand Island, 67; Grindstone, 43; Indian Valley, 88; Jackson, 20; Marion, 40; Princeton, 39; Plaza, 30; Stony Creek, 54; Union, 37; Washington, 29. Total, 755; amount, $1,910 15.

Contra Costa.—Alamo, 77; Amador Valley, 31; Antioch, 123; Carbondale, 73; Central, 53; Danville, 30; Excelsior; 58; Green Valley, 42; Iron House, 36; Lafayette, 45; Liberty, 43; Lime Quarry, 46; Martinez, 171; Moraga, 36; Morgan Territory, 24; Mount Diablo, 93; Mount Pleasant, 98; Oak Grove, 83; Pinole, 73; Pleasant Hill, 25; Pacheco, (and Bay Point), 186; Rodeo Valley, 80; San Pablo, 209; San Ramon, 55; Somersville, 134; Sycamore Valley, 32; Tassajara, 30; Willow Springs, 45; Lone Tree, 32; Eden Plain, 51. Total, 2,114; amount, $5,348 42.

Del Norte.—Crescent, 154; Rowdy Creek, 27; Bradford, 46; Happy Camp, 23. Total, 250; amount, $632 50.

El Dorado.—Buckeye Flat, 82; Bear Creek, 20; Blair's, 66; Carson Creek,

37; Clarksville, 38; Cold Spring, 50; Coloma, 107; Coon Hollow, 75; Deer Creek, 17; Diamond Springs, 87; Duroc, 17; El Dorado, 139; French Creek, 41; Greenwood, 44; Garden Valley, 35; Georgetown, 153; Green Valley, 37; Gold Hill, 49; Indian Diggings, 49; Jay Hawk, 53; Kelsey, 47; Latrobe, 90; Missouri Flat, 20; Mountain, 35; Mount Gregory, 13; Mount Ankum, 56; Mosquito, 14; Natoma, 9; Negro Hill, 17; Newtown, 28; Oak Hill, 87; Pilot Hill, 40; Placerville, 409; Pleasant Valley, 48; Reservoir Hill, 68; Salmon Falls, 48; Smith's Flat, 46; Spanish Dry Diggings, 59; Tennessee, 38; Uniontown, 53; Wild Goose, 10. **Total, 2,411; amount, $6,099 83.**

FRESNO.—Chowchilla, 109; Dry Creek, 49; Hazleton, 65; Kingston, 42; Lake, 14; Millerton, 69; New Idria, 58; Scottsburg, 82. Total, 488; amount, $1,234 64.

HUMBOLDT.—Arcata, 235; Eureka, 282; Bucksport, 72; Table Bluff, 79; Slide, 50; Eel River, 57; Hydesville, 115; Van Duzen, 43; Grizzly Bluff, 60; Island, 43; Ferndale, 54; Centerville, 19; Bear River, 21; Mattole, 83. Total, 1,213; amount, $3,068 89.

INYO. Independence, 14; Milton, 16; Union, 44. Total, 74; amt. $187 22.

KERN. Havilah, 64; Kern Island, 70; Linn's Valley, 66; Tiachipe, 83; Kernville, —. **Total, 283; amount, $715,99.**

KLAMATH. Klamath, 63; Trinidad, 73; Orleans, 74. Total, 210; amount, $531 30.

LAKE. Cinnabar, 28; Morgan Valley, 27; Lower Lake, 84; Burn's Valley, 35; Excelsior, 52; Locomomi, 72; Rincon, 56; Uncle Sam, 39; Kelsey Creek, 40; Big Valley, 70; Lakeport, 73; Pleasant Grove, 72; Blue Lake, 32; Upper Lake, 86; Willow Grove, 25. **Total, 791; amount $2,001 23.**

LASSEN. Susanville, 111; Richmond, 32; Lake, 41; Milford, 57; Janesville, 36; Susan River, 33; Soldier Bridge, 15. Total, 324; amount, $819 72.

LOS ANGELES. Anaheim, 189; Azuza, 103; Ballona, 172; Los Dos, 52; El Monte, 128; Green Meadows, 234; La Puente, 159; Los Angeles, 1,207; Los Nietos, 135; Maizland, 70; Old Mission, 159; Santa Ana, 246; San Antonio, 79; San Fernando, 72; San Gabriel, 191; San Jose, 130; San Juan, 143 Silver, 96; Wilmington, 106. **Total, 3,662; amount, $9,264 86.**

MARIN.—San Rafael, 108; San Quentin, 20; San Antonio, 73; Chileno Valley, 12; American Valley, 27; Soscolito, 62; Aurora, 60; Olema, 31; Bolinas, 20; Hicheck, 39; Dixie, 147; Novato, 50; Franklin, 39; Tamalis, 53; Ross' Landing, 62; Nicasio, 53; Clark, 15; Garcia, 76; Bay, 57; Estero, 22. **Total, 1,056; amount, $2,671 68.**

MARIPOSA. Mariposa, 176; Hornitos, 208; Coulterville, 128; Bear Valley, 77; Quartzburg, 75; Princeton, 37; Sherlock's, 40; Schastopol, 45; Cathay's Valley, 88. **Total, 874; amount, $2,211 22.**

MENDOCINO. Anderson, 70; Albion, 19; Big River, 60; Buchanan, 114; Comas, 61; Coyote, 25; Central, 50; Calpella, 27; Cahto's Cove, 36; Caspar, 54; Fish Rock, 20; Guadula, 15; Gaskill, 28; Indian Creek, 19; Little Lake, 107; Upper Little Lake, 56; Little River, 15; Long Valley, 86; Mill Creek, 39; Manchester, 61; Navarro, 29; Oriental, 36; Potter Valley, 52; Round Valley, 105; Rancheria, 33; Sanel, 83; Redwood, 38; Ukiah, 245; Walker Valley, 16; Union, 58. Total, 1,627; amount, $4,116 31.

MERCED. - Pioneer, 77; Jefferson, 184; Mariposa, 32; Jackson, 65; Merced Falls, 55. Total, 413; amount, $1,044 89.

MONO.—North Antelope, 12; Antelope, 19; Bridgeport, 34; Bishop Creek, 63. Total, 128; amount, $323 84.

MONTEREY.—Alisal, 94; Carneros, 50; Carmello, 90; Carrollton, 77; Castroville, 84; Lindley, 86; Mountain, 51; Monterey, 396; Natividad, 164; San Felipe, 38; San Antonio, 81; San Juan, 264; Spring, 120; Springfield, 53; Tembledero, 57; San Benito, 71. Total, 1,776; amount, $4,493 28.

NAPA.—Suscol, 49; Franklin, 20; Carneros, 41; Napa City, 420; Jefferson, 34; Howard, 51; Yount, 31; Buchanan, 83; Liberty, 52; St. Helena, 202; Tucker, 45; Monroe, 53; Pope Valley, 38; Chiles, 48; Cherry Valley, 27; Hot Springs, 47; Redwood, 58; Wooden Valley, 43; Soda Cañon, 36; Mountain, 19; Upper Pope, 43; Capel Valley, 27; Berryessa, 98; Salvador, 39; Putah, 32; Oakville, 49; Chiles Valley, 28. Total, 1,713; amount, $4,333 89.

NEVADA.—Altamont, 84; Allison Ranch, 142; Birchville, 52; Blue Tent, 21; Chalk Bluff, 82; Clear Creek, 39; Cherokee, 72; Columbia Hill, 69; Forest Springs, 131; French Corral, 89; Grass Valley, 909; Graniteville, 48; Indian Springs, 41; Kentucky Flat, 42; Little York, 65; Lime Kiln, 56; Lake City, 21; Moony Flat, 36; Moore's Flat, 112; Nevada, 592; North San Juan, 178; North Bloomfield, 32; North Star, 101; Oakland, 151; Omega, 38; Pleasant Valley, 49; Quaker Hill, 41; Rough and Ready, 97; Relief Hill, 21; Spencerville, 33; Sweetland, 86; Selby, 36; Truckee, 89; Union Hill, 145; Washington, 61; Willow Valley, 23. Total, 3,884; amount, $9,826 52.

PLACER.—Auburn, 121; Bath, 59; Cisco, 41; Coon Creek, 40; Christian Valley, 17; Dry Creek, 52; Deadwood, 18; Dutch Flat, 178; Damascus, 13; Forest Hill, 167; Franklin, 61; Fairview, 6; Gold Hill, 32; Gold Run, 124; Iowa Hill, 73; Illinoistown, 192; Last Chance, 20; Lisbon, 17; Lincoln, 66; Lone Star, 17; Michigan Bluff, 75; Mount Pleasant, 49; Neilsburg, 33; Newcastle, 50; Norwich, 46; Ophir, 71; Pleasant Grove, 19; Rattlesnake, 68; Rock Creek, 48; Rocklin, 86; Smithville, 33; Stewart's Flat, 38; Todd's Valley, 58; Union, 15; Wisconsin Hill, 38; Washington, 35; Yankee Jim's, 60; Blue Cañon, 32. Total, 2,168; amount, $5,485 04.

PLUMAS.—Antelope, 5; Beckworth, 26; Crescent, 29; Genesee, 13; Greenville, 70; La Porte, 83; Mohawk, 29; Pioneer, 38; Pilot Peak, 32; Plumas, 13; Quincy, 48; Rocky Point, 5; Spanish Peak, 33; Summit, 16; Seneca, 38; Taylorville, 65; Union, 14. Total, 557; amount, $1,409 21.

SACRAMENTO.—Ashland, 47; Alabama, 44; American, 43; Buckeye, 33; Brighton, 36; Carson Creek, 31; Centre, 14; Dry Creek, 27; Davis, 22; Enterprise, 66; Elder Creek, 30; Elk Grove 47; Excelsior, 46; Eagle Point, 4; Franklin, 65; Granite, 188; Grant 48; Georgiana, 29; Hicksville, 51; Jackson, 59; Kinney, 76; Katesville, 31; Lincoln, 45; Laguna, 32; Live Oak, 105; Michigan Bar, 71; Mokelumne, 21; Natoma, 34; Oak Grove, 38; Onisbo, 31; Prairie, 36; Point Pleasant, 31; Pacific, 41; Pleasant Grove, 99; Richland, 43; Sylvan, 79; San Joaquin, 43; Sutter, 75; Sacramento, 2,630; Union, 68; Viola. 36; Walnut Grove, 19; Washington, 120; White Rock, 47; Wilson, 29; West Union, 51. Total, 4,861; amount, $12,298 33.

SAN BERNARDINO.—American, 78; City, 284; Chino, 81; Central, 56; Juape, 66; Mount Vernon, 111; Mill, 40; Mission, 103; Riley, 69; San Salvador, 193; Santa Ana, 62; San Timoteo, 50; Temescal, 55; Warm Spring, 115. Total, 1,363; amount, $3,448 39.

SAN DIEGO.—San Diego, 475; Milquatay, 40. Total, 515; amount, $1,302 95.

SAN FRANCISCO.—City and County: Total, 23,386; amount, $59,166 58.

SAN JOAQUIN.—Athearn, 30; August, 44; Alpine, 30; Burwood, 41; Brunswick, 30; Calaveras, 28; Castle, 57; Chartville, 32; Charity Dale, 29; Central, —; Columbia, 30; Davis, 44; Douglass, 54; Dry Creek, 64; Delphi, 55; Elkhorn, 36; Everett, 46; Enterprise, 32; French Camp, 58; Franklin, 32; Fairview, 31; Greenwood, 43; Grant, 41; Henderson, 39; Harmony Grove, 38; Houston, 54; Linden, 101; Liberty, 88; Live Oak, 34; Lincoln, 20; Lafayette, 35; Lockwood, 72; Moore, 36; Madison, 42; Moulder, 18; Mokelumne, 52; Mount Carmel, 49; McKamy, 51; North, 116; New Hope, —; Pacific, 49. Rigdon, 32; River, 17; South, 82; Stockton, 1,159; Stanislaus, —; Salem, 33; Shady Grove, 35; San Joaquin, 47; Telegraph, 60; Tulare, 57; Turner, 30; Union, 40; Vineyard, 126; Van Allen, 53; Woods, 68; Washington, 34; Weber, 63; Wells, —; Wildwood, 55; Willow, 114; Zinc House, 61. Total, 3,947; amount, $9,985 91.

SAN LUIS OBISPO.—Mission, 357; Arroyo Grande, 60; Salinas, 72; Excelsior, 41; Morro, 41; Cayucas, 60; Olmsted, 41; Santa Rosa, 52; Hesperian, 25; San Simeon, 84. Total, 833; amount, $2,107 49.

SAN MATEO.—San Bruno, 115; San Mateo, 104; Belmont, 28; Redwood City, 238; Searsville, 70; Greersburg, 71; Laguna, 81; Half Moon Bay, 207; Purissima, 48; West Union, 43; Jefferson, 65; Millbrae, 42; Tunis, 55; San Gregorio, 38; Pescadero, 74; Bell's, 94. Total, 1,373; amount, $3,473 69.

SANTA BARBARA.—San Buenaventura, 499; Montecito, 216; Santa Barbara, 785; Pedregoso, 28; Rafuela, 71. Total, 1,599; amount, $4,045 47.

SANTA CLARA.—Adams, 62; Alviso, 105; Lincoln, 43; Berryesa, 64; Braly, 65; Burnett, 71; Calaveras, 30; Cambrian, 70; Carneadera, 94; Encinal, 41; Evergreen, 78; Franklin, 77; Gilroy, 159; Guadalupe, 82; Hamilton, 44; Hester, 122; Highland, 25; Hill, 242; Jackson, 65; Jefferson, 59; Laguna, 24; Lexington, 30; Live Oak, 44; Los Gatos, 68; Mayfield, 182; Millikin, 51; Milpitas, 65; Mission Peak, 9; Moreland, 70; Mount Pleasant, 29; Mountain View, 140; New Almaden, 128; Oak Grove, 101; Orchard Street, 101; Pala, 45; Pioneer, 113; Redwood, 82; Rhodes, 37; San Antonio, 48; Santa Clara, 490; San Felipe, 23; San Ysidro, 92; San José, 1, 297; Sierra, 30; Silver Creek, 72; Summit, 19; Union, 56; Willow Glen, 85. Total, 5,129; amount, $12,976 37.

SANTA CRUZ.—Santa Cruz, 580; Pajaro, 450; Oak Grove, 203; Soquel, 177; Bay View, 79; Grant, 84; Happy Valley, 40; San Lorenzo, 48; Aptos, 52; El Jarro, 35; Petroleum, 24; Hazel Brook, 25; Scott's Valley, 37; Union, 79; Mountain, 52; Railroad, 37; San Andreas, 35; Carlton, 91; Roache, 129. Total, 2,257; amount, $5,710 21.

SHASTA.—Shasta, 173; Roaring River, 16; Millville, 82; Clear Creek, 42; Eagle Creek, 29; Cañon House, 27; French Gulch, 66; Cow Creek, 45; Whis-

kytown, 37; Cottonwood, 19; Piety Hill, 50; Buckeye, 17; American Ranch, 19; Parkville, 34; Oak Run, 17; Clover Creek, 30; Oak Knoll, 25; Sierra, 48; Texas Springs, 23; Stillwater, 30; Middletown, 29; Pitt River, 26; Fall River, 36. Total, 920; amount, $2,327 60.

Sierra.—Downieville, 195; Goodyear's, 55; Forest City, 31; Alleghany, 69; Table Rock, 164; Gibsonville, 52; St. Louis, 41; Union, 63; Eureka, 38; Morristown, 20; Sierraville, 52; Loyalton, 51; Plum Valley, 26; Mount Pleasant, 24; Alpine, 17; Antelope, 12; Washington, 18; Alta, 27; Butte, 17; Rocky Point, 16; Minnesota, 26. Total, 1,014; amount, $2,565 42.

Siskiyou.—Butteville, 47; Center, 57; Cottonwood, 51; Deep Creek, 38; Douglas, 23; Eagle Creek, 25; East Fork, 20; Franklin, 39; Greenhorn, 50; Hawkinsville, 41; Humbug, 29; Lincoln, 40, Little Shasta, 71; Mill Creek, 43; Mount Bidwell, 10; Oro Fino, 50; Quartz Valley, 25; Scott Valley, 63; Shasta Valley, 55; Scott River, 50; South Fork, 27; Union, 12; Washington, 51; Willow Creek, 60; Vineland, 18; Yreka, 240. Total, 1,235; amount, $3,124 55.

Solano.—Alamo, 52; American Cañon, 40; Benicia, 359; Binghampton, 56; Bunker Hill, 52; Crystal, 117; Centre, 68; Dover, 50; Denverton, 29; Esmeralda, 50; Egbert, 60; Fairfield, 123; Grant, 64; Green Valley, 111; Gomer, 43; King, 36; Mountain, 20; Maine Prairie, 73; Montezuma, '62; Oak Dale, 23; Owens, 35; Pitts, 65; Pleasant Valley, 20; Putah, 14; Pleasant Hill, 21; Rio Vista, 60; Suisun, 106; Silveyville, 194; Solano, 45; Salem, 38; Tremont, 52; Ulatis, 138; Union, 49; Vallejo, 724. Total, 3,049; amount, $7,713 97.

Sonoma.—American Valley, 42; Big Valley, 26; Burnside, 37; Bodega, 63; Bloomfield, 95; Burns, 61; Coleman Valley, 43; Canfield, 26; Court House, 412; Cinnabar, 47; Copeland, 25; Cloverdale, 67; Dry Creek, 75; Dunbar, 71; Dunham, 62; East Petaluma, 74; Eagle, 27; Eureka, 42; Fisk's Mill, 57; Green Valley, 46; Guilford, 53; Guillicus, 24; Geyserville, 46; Harvey, 39; Hamilton, 80; Hill, 38; Hearn, 35; Hall, 35; Healdsburg, 289; Iowa, 57; Independence, 51; Knight's Valley, 40; Lakeville, 39; Lake, 31; Lafayette, 58; Liberty, 60; Lone Redwood, 42; Laguna, 75; Lewis, 26; Mark West, 63; Maacama, 34; Miriam, 79; Mountain, 25; Mount Vernon, 34; Manzanita, 61; Mill Creek, 50; Monroe, 39; Oak Grove, 83; Oriental, 33; Occidental, 60; Pacific, 19; Pleasant Hill, 55; Piner, 51; Potter, 102; Payran, 54; Petaluma, 712; Rincon, 70; Redwood, 62; Russian River, 31; Steuben, 31; Stewart's Point, 30; Strawberry, 51; Sonoma, 209; Stony Point, 40; Star, 29; Salt Point, 30; San Antonio, 52; Sotoyome, 57; Scotta, 32; Santa Rosa, 33; Todd's, 43; Tarwater, 23; Wright's, 36; Windsor, 97; Walker, 24; Waugh, 35; Wilson, 42; Washington, 41; Watmaugh, 25; Wallace, 35. Total, 5,228; amount, $13,226 84.

Stanislaus.—Adamsville, 127; Bachelor Valley, 46; Branch, 88; Belphasso, 24; Dry Creek, 27; Emory, 103; Empire, 66; Farm Cottage, 32; Grant, 35; Jackson, 71; Jones, 52; Junction, 71; McHenry, 54; Paradise, 32; Tuolumne, 52; Washington, 79; White Oak, 19; Rowe, 18. Total, 996; amt., $2,519 88.

Sutter.—Auburn, 72; Barry, 24; Bear River, 36; Brown's, 50; Buttesylvania, 17; Brittan, 43; Central, 24; Columbia, 16; Fairview, 40; Franklin, 31; Gaither, 48; Grant, 58; Illinois, 45; Jefferson, 26; Lee, 30; Lincoln, 38; Live Oak, 39; Meridian, 22; Nicolaus, 38; North Butte, 38; Rome, 43; Salem, 27; Slough, 15; Sutter, 29; Union, 50; Vernon, 55; Washington, 49; West Butte, 47; Winship, 39; Yuba, 51. Total, 1,140; amount, $2,884 20.

TEHAMA.—Red Bluff, 268; Cottonwood, 45; Sierra, 56; Reed's Creek, 26; Toomes, 23; Red Bank, 16; Lassen's, 27; Paskenta, 40; Oat Creek, 25; Stony Creek, 32; Antelope, 65; Tehama, 70. Total, 693; amount, $1,753 29.

TRINITY. Weaverville, 163; North Fork, 36; Lewiston, 41; Bates, 12; Douglas City, 58; Trinity Centre, 20; Hay Fork, 38; Junction City, 49; Cox's Bar, 16. Total, 433; amount, $1,095 49.

TULARE.—Cottonwood, 79; Deep Creek, 101; Elbow, 37; Elbow Creek, 44; Fitzgerald, 41; Kaiweah, 62; King's River, 35; Outside Creek, 64; Packwood, 32; Tule River, 302; Union, 52; Venice, 26; Visalia, 215; Willow, 32. Total, 1,122; amount, $2,838 66.

TUOLUMNE. Sonora, 443; Columbia, 393; Shaw's Flat, 83; Springfield, 109; Tuttletown, 96; Jamestown, 130; Poverty Hill, 84; Curtis Creek, 71; Summerville, 52; Confidence, 38; Montezuma, 52; Chinese Camp, 87; Don Pedro's Bar, 36; Green Springs, 61; Big Oak Flat, 113. Total, 1,848, amount, $4,675 44.

YOLO.—Woodland, 270; Buchanan, 39; Washington, 86; Cottonwood, 62; Prairie, 63; Cache Creek, 33; Grafton, 139; Franklin, 24; Putah, 57; Buckeye, 43; Cacheville, 71; Grand Island, 11; Merritt, 51; Fillmore, 68; Fremont, 31; Plainfield, 85; Willow Slough, 29; Monument, 20; Pine Grove, 39; Cañon, 57; Union, 39; Woodland Prairie, 14; Richland, 6; Sacramento River, 32; Monitor, 42; Eureka, 42; Gordon, 64; Capay, 38; Fairfield, 21; Enterprise, 35; Liberty, 30; Pleasant Prairie, 27; Vernon, 16; Fairview, 42; Spring Lake, 34. Total, 1,760; amount, $4,452 80.

YUBA.—Bear River, 45; Brophy, 40; Brown's Valley, 95; Buckeye, 29; Cordua, 36; Dobbin's Ranch, 36; Elizabeth, 31; Garden Valley, 24; Greenville, 21; Hansonville, 29; Honcut, 34; Indiana, 56; Linda, 50; Long Bar, 20; Marysville, 776; McDonald's, 18; New York, 72; Oregon House, 59; Park, 41; Peoria, 63; Plumas, 73; Rose's Bar, 122; Slate Range, 137; Spring Valley, 42; Strawberry Valley, 28; Timbuctoo, 104; Virginia, 36; Yuba, 33. Total, 2,150; amount, $5,439 50.

O. P. FITZGERALD,
Superintendent Public Instruction.

OUR BOOK TABLE.

LANDMARKS OF HISTORY: In Three Parts. Part I—Ancient History. From the Earliest Times to the Mahometan Conquest. By Miss YONGE, Author of the "Heir of Redclyffe." Revised and partly Re-written by EDITH L. CHASE. New York: Leypoldt & Holt. 1868.

LANDMARKS OF HISTORY: In Three Parts. Part II—Mediæval History. From the Mahometan Invasion to the Reformation. By Miss YONGE. New York: Leypoldt & Holt. 1868.

LANDMARKS OF HISTORY: In Three Parts. Part III—Modern History. From the Beginning of the Reformation to our Times. By Miss YONGE. New York: Leypoldt & Holt. 1868.

The three volumes constitute a series which, perhaps, might not inappropriately be termed a Chrestomathy of the World's History. Although man knows not his past history, yet, so much of it has been recorded that to acquire even that, is beyond the power of a single intellect. Therefore, it is well, especially for those who have not time to search and choose for themselves, to have those things "most worthy to be known" selected and arranged in a form

easy of access and of being understood. The conception of the work is of a practical character; the discernment of the author in distinguishing the "Landmarks" not often at fault; and the statement of facts generally correct. Yet, on page 185 of the "Ancient History," we are told that three hundred bishops set their hands and seals to "the confession of faith called the Nicene Creed;" while on page 83 of the "Modern History" we learn that *three hundred and eighteen* bishops signed the Creed of Nicea. The Hindoos and Arabs appear to have known the composition and character of gunpowder long before Roger Bacon taught to "make thunder and lightning;" and it seems Alexander did not quite conquer all the world, since he declined attacking the Oxydracæ, because they "overthrew their enemies with tempests and thunderbolts shot from their walls." A penultimate accent on the words Heracles and Odyssey, we think not as good as it would be on the word Berenice, which has the antepenultimate accented. Is "Amphyctyons" typographical; or is it an etymological preference? A. Roman & Co., San Francisco.

A Fourteen Weeks Course in Astronomy. By J. Dorman Steele, A.M., Principal of Elmira Free Academy; Author of a "Fourteen Weeks Course in Chemistry." New York: Published by A. S. Barnes & Co., 111 and 113 William street. 1868.

This is a very fine course of astronomy for those who wish to acquire a general knowledge of the subject and not special exactness. The treatment is not elaborate, but popular. The latest discoveries are discussed and illustrated so far as could well be done without the aid of mathematical formulas and demonstrations. For sale by H. H. Bancroft & Co., San Francisco, and booksellers generally throughout the Pacific Coast.

Harpers' School and Family Slate Cards. First Series. For First Lessons in Writing, Printing, Drawing, and Arithmetic. Harper & Bros. New York.

Each one of these Slates has twelve cards accompanying it. On one side of the Card are letters to be copied, and guiding lines for exercises in writing and printing; on the other, are figures and clear outline models for exercises in drawing and arithmetic. One side of the Slate is also ruled, corresponding to the Cards, showing the proper size and slant of the elements to be used in writing and drawing. To be had at P. H. Ryan's, Fourth street.

Map of California and Nevada: Published by Warren Holt, (Pacific School Institute,) 411 Kearny street, San Francisco.

Unhesitatingly, we pronounce this map the best we have seen. It is projected on a scale of twelve miles to the inch, and is five feet by four in size. This, with the superior skill of execution, gives space for the delineation, in the most detailed manner, of the surface of the country described—presenting such an amount of geographical, topographical and other information, as is seldom found in equal limits. The measurements and statistics are compiled from the most reliable sources. Use has been made of the labors of Professor Whitney, of the State Geological Survey; of Capt. Greenwell, of the Coast Survey; Lieut.-Col. Williamson, of the U.S. Topographical Engineers, and those of the State and County Surveyors. The fullness and freshness of the coloring are peculiar, and adapt it to the practical demands of the prospecting miner, the capitalist and tourist. This feature also makes this map particularly suitable for use in the school-room. Price, $10. Sold only by subscription. We are glad to learn that Mr. Sleater, the intelligent and gentlemanly Canvassing Agent, is meeting with deserved success.

BEGINNING GERMAN: Lessons Introductory to the Study of the German Language; With a Vocabulary, Select Phrases for German Conversation, and Reading Lessons. By Dr. EMIL OTTO, Professor of Modern Languages and Lecturer at the University of Heidelberg; Author of the German Conversation-Grammar, French Conversation-Grammar, etc. First American Edition. With additional Reading Matter and Notes, arranged by S. PYLODET. New York: Leypoldt & Holt; F. W. Christern. 1869.

An excellent book for beginners in German—well adapted to the purpose intended. **A. Roman & Co., San Francisco.**

NEW GUIDE TO GERMAN CONVERSATION: Containing an Alphabetical List of nearly Eight Hundred Familiar Words similar in Orthography or Sound, and of the same meaning in both Languages—Followed by Exercises; A Classified Vocabulary of Words in Frequent Use; Familiar Phrases and Dialogues, A Sketch of German Literature; Idiomatic Expressions; Proverbs; Letters, etc.; and a Synopsis of German Grammar. By L. PYLODET. New York: Leypoldt & Holt. 1869.

We can endorse this little book. Though small, it is complete and accurate. **A. Roman & Co., San Francisco.**

PREMIERES LECTURES. BEGINNER'S FRENCH READER. Short and Easy Pieces in Prose and Verse. With a Complete Vocabulary. Arranged by L. PYLODET. New York: Leypoldt & Holt; F. W. Christern. 1869.

This is a pretty little volume containing easy lessons, which will charm the young pupil as he makes his first attempts to master French. It is well adapted to school purposes. A. Roman & Co., San Francisco.

LITTELL'S LIVING AGE.

This long established periodical maintains its excellence and its popularity. Such a journal is at once the guide and companion of the scholar—an epitome of the world's living intellect—not indeed all, or even very much of it, in a mass, yet that which the world *feels*. Habitual and intelligent reading of the *Living Age*, brings one in contact with the first minds of the times, and renders the reader's powers of mind broader, deeper, and more compact.

THE OVERLAND MONTHLY.

As a true Californian, we feel an increasing pride in the success of the *Overland*. The high appreciation of its excellence expressed by leading journals in the Eastern States and in Europe, is gratifying and encouraging. But it is doing more than merely to make a reputation. It is attracting attention to the Pacific coast from all parts of Christendom, and will thus help to swell the tide of immigration to this highly favored portion of the earth. The February number before us is *good*, even for the *Overland*.

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State Normal School.

BOARD OF TRUSTEES.

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The Twelfth Term will commence on the 1st day of July, 1868. All candidates for admission must be present at that time. The regular exercises will commence on the 6th of July.

COURSE OF STUDY.

REQUISITES FOR ADMISSION.

To secure admission to the Junior Class, Second Division, applicants must pass a written examination on the following subjects, viz.:

Eaton's Common School Arithmetic—to percentage.
Eaton's Intellectual Arithmetic.
Greene's Introduction to English Grammar.
Willson's Fourth Reader.
Spelling; Penmanship.

Applicants for an advanced Class will be required to pass an examination on the studies previously pursued by that Class.

Junior Class—*First Session.*

Arithmetic—Eaton's Common School—complete.
Grammar—Quackenbos'—begun.
Geography—Guyot's Common School.
Reading—Willson's Fifth Reader.
Moral Lessons—Cowdery's.
Spelling—Willson's Larger Speller.

Junior Class—*Second Session.*

Arithmetic—Eaton's Higher.
Grammar—Quackenbos'—complete.
Rhetoric—Boyd's.
Physiology—Cutter's Elementary.
History—Quackenbos'.
Vocal Culture—Russell's.
Book-Keeping—Payson & Dutton's Single Entry.
General Exercises throughout the Junior Year—Penmanship; Object-Lessons; Calisthenics; Methods of Teaching; School Law; Composition and Declamation.

Senior Class—*First Session.*

Arithmetic—Eaton's Higher—reviewed.
Algebra—Robinson's Elementary.
Grammar—Greene's Analysis.
Natural Philosophy—Quackenbos'.
Physiology—Cutter's Larger.
Rhetoric—Boyd's.
Natural History—Tenney's.

SENIOR CLASS—*Second Session.*

Botany—Gray's.
Physical Geography—Warren's, with Guyot's Wall Maps.
Normal Training—Russell's.
Geometry—Davies' Legendre—five books.
English Literature—Shaw's.
Book-Keeping—Payson & Dunton's Double Entry.
General Exercises—Same as in Junior Year.

REGULATIONS OF THE STATE NORMAL SCHOOL.

Adopted by the Board of Normal School Trustees, March 28, 1868.

1. All pupils, on entering the School, are to sign the following declaration of intention:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

Male candidates for admission must be at least eighteen years of age; and female applicants at least fifteen years of age; and all must possess a good degree of physical health and vigor.

2. No person whose age exceeds thirty years shall be admitted to the School except teachers who are fitted to enter the Senior Class.

3. Whenever the number of applicants from any county shall exceed the number to which that county is entitled by law, the applicants shall pass a competitive examination before the County Superintendent, and the County Board of Examination; which examination shall be conducted in the same manner as county examinations for third grade teachers' certificates. The persons passing the highest examination shall be eligible to admission in the order of their standing in examination.

4. All applicants are required to present letters of recommendation, and certificates of good moral character, from the County Superintendent of the county in which they reside.

5. All new applicants shall present themselves for examination at least three days previous to the regular day of each term commencement; and no pupil shall be admitted during term time, except in the case of teachers who hold at least second grade State or County certificates.

6. The Principal of the School shall keep a register of the attendance of pupils, and shall report monthly, to the Secretary of the Board, the whole number enrolled, the average number belonging, the average daily attendance, the percentage of daily attendance, and such other statistics as may be required by the Executive Committee of the Board.

7. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one term of five months.

8. The Normal School shall be divided into two classes: Junior and Senior—each divided into two divisions.

GENERAL INFORMATION.

The time for completing the Normal School course is two years, each divided into two terms of five months.

There will be Written Examinations and Public Exercises at the close of each term. The Graduating Exercises will be in May.

Pupils will be required to furnish their Text Books. Books for reference will be furnished by the State. Good boarding can be procured at about twenty-five to thirty dollars per month.

Applicants will please read attentively the "Regulations" as given above particularly the Fourth and Fifth.

All graduates will be required to pass an examination on the entire course. Those who complete the studies of the Junior Class will be entitled to certificates of qualification, for teaching schools of Second and Third Grade.

For additional particulars, address

REV. WM. T. LUCKY, A. M., PRINCIPAL, San Francisco.

THE

CALIFORNIA TEACHER.

APRIL, 1869.

Vol. VI. SAN FRANCISCO. *No. 10.*

THE MARCH OF EMPIRE.

"Westward the Star of Empire takes its way."

THIS is is an oft quoted statement of a most remarkable fact in this world's history.

No fundamental law of the universe is more generally conceded, yet none as yet, has so completely baffled all attempts at explanation. Anciently, it was believed that man—and consequently all human institutions—had their origin at some particular locality upon the earth, from which lines of growth radiated to all points of the compass, and much strife has been exhibited by the historians of various ancient cties, in attempting to prove that each city, respectively, was the centre of growth—the natal place of human life.

The writings of Moses, by many centuries the most ancient extant, claim priorty of origin for the Hebrew nation. The writings of Sanchonithan, the Phœnician historian, dating as far back as 1440, B.C., claim that the Phœnician nation is the most ancient; but the claims of the Sanscrit or sacred writings of India, and the Chinese historians that formerly were considered too mythical, have, of late, found credence among ethnologists who have discovered ample corroborative evidence in the geological history of the world.

The writings of Confucius give a detailed history of thousands of years and hundreds of dynasties for the populous Chinese Empire, which geological researches substantiate by discovering that the eastern continent was first laid bare by the receding waters of the sea and that, later, the African, European and American peninsulas were exposed to the air and light, thus preparing the soil for the sustenance of its future inhabitants.

The Sanscrit, or sacred writings of India, gives a history of the founding of cities in southern Asia, that must have required many centuries to accomplish, and the ruins of which indicate unexampled size and splendor. Profane or uninspired history corroborates the sacred record, and with great accuracy traces the wave of civilization from Farther India, westward, along the illuminated path of nations to London, at present the metropolis of the proud mistress of the world.

History relates that adventurers from the East penetrated the wilderness to the West and founded the Persian Empire. This empire soon waxed strong, made extensive conquests and united with the Median Empire at the West. The King who in his youth was called Cyrus carried the Persian arms victoriously to Babylon, and the covetous Belshazzar saw his doom written on the wall,

> "The Mede was at his gate,
> The Persian on his throne."

Cadmus, of Phœnicia, at the head of the Red Sea, long before founded Thebes on the Nile, soon the locality of the wonderful pyramid-builders, the shepherd kings of Egypt, and other eastern colonists laid the foundation of the Macedonian Empire, North of Greece, now included in European Turkey. Alexander the Great, of Macedon, aspiring to the sovereignty of the world, marched his army of millions eastward, attacked Darius in the Persian capital and defeated him with the unprecedented loss of only 500 men, while of the Persians over 300,000 were left on the plains of Arbela. Intoxicated by success, Alexander gave himself up to excessive indulgence, and died in a debauch without raising a successor, and the tide of progress passed on while his great empire fell to pieces after a few years of complete and brilliant conquest.

Then, in turn, these Grecian and Asiatic powers were all absorbed in Rome, on whose jutting shores the tide of progress beat with swelling waves. About the commencement of the Christian era, Rome, under the Cæsars, was at the zenith of its glory. Like the powers that had preceded her, Rome arrogated to herself supreme and perpetual dominion of the whole earth. Her valorous Cæsars overran Asia and Africa, and every city of note was laid under contribution to enrich the coffers, or swell the ambition of her despotic emperors. But, though the Romans rioted in untold wealth and unlimited power, the Star of Empire which rules this wave of progress rested not over the seven-hilled city.

The Goths and Vandals, led by Alaric the Red, coming from the newly founded kingdoms of Germany on the northwest, attracted by the size of Romish coffers, sacked and pillaged the great city, and its provinces were annexed by Attilla, king of the Huns, to his dominions, where now is Austria.

Next, Charlemagne "Emperor of the West," annexed Hungary with its dependant Italian provinces to his all-potent empire in central Europe—mostly included in France.

As before, the ever-recuring change presents itself—the *East* sinks before the *West*. France under the First Napoleon rapidly rose to a hight of dazzling splendor. Napoleon met and defeated the confederated German powers on the memorable fields of Marengo, Austerlitz, Hohenlinden, Jena, Wagram, Friedland and Leipsic; and the crowns of conquered provinces were given to Bonaparte's brothers as trifling baubles. The powerful brained Napoleon, "Le Grand Monarque" of the Frenchman, bore the eagle flag of France over devastated Europe, but a short time when he was attacked by the power which always conquers—one from the West—and met his Waterloo defeat at the hands of Wellington, commanding the armies of England, soon to become sole arbiter of the world.

By the inevitable sequence of events, all the eastern or continental powers must become tributary to England upon whose fertile shores the tide is now flowing. Soon, perhaps, with the change of her present good Queen, the aggressions of the English Empire will be extended over the continent eastward, while her colonies this side of the sea are growing up a mighty nation which in turn will reduce the British Empire to vassalage. What is a very significant fact, with the single notable exception of the Persian conquests of Babylon, before stated, no eastern power ever gains permanent dominance over one at the West. The Persian monarch Xerxes, the most powerful sovereign of his times, in 481, B.C., quarreled with the Greeks. He marched into their country with an army of 5,000,000 soldiers, slaves and suttlers, but Leonidas, king of Sparta, with only 300 warriors disputed the pass of Thermopylæ for two days with great slaughter and though, by treachery, a path was gained to their rear, and the Spartans were cut off to a man, yet by this stubborn resistance and that of the small army led by Themistocles, King of Athens, the Persians were defeated and Xerxes with his host fled precipitately back to his capital.

The astounding failure of England in two obstinate wars to subjugate American colonies of her own settlement, is a case in point also.

This ceaseless March of Empire progresses at a rate which can be computed. By passing a line through the principal cities of the successive nations that have risen to eminence, and comparing dates of their greatest splendor, it is seen that this tidal wave of national life moves at the average rate of $\frac{1}{70}$ of a degree per year or one degree in 70 years, and that it has passed about $\frac{1}{4}$ of the circuit of the earth since the historic period, and consequently, that it would require but 25,000 years to make the entire circuit of the earth.

It is observed that this progression is upon an increased rate and splendor. Places at the West come to the meridian sooner in time and nations rise to higher and more distinguished characteristics. The *East* is still the Scarlet Babylon of old, full of

corruption, while the *West* is ever the enchanting Garden of Eden. The alluvial deposits of the Mississippi valley can support a population many times greater than the 300,000,000 of Europe, and affords the sites and facilities for the founding of the largest cities and the most stupendous empires ever known, while the Pacific slope may teem with a population and glow with a splendor that is only typified by her unparalleled vegetable products and priceless mineral deposits.

Nor is it less evident from the vast ruins of cities, fortifications and towers, so frequently found in the Western Continent, that this current of national eminence has passed around the earth once, if not many times, before. Again, the line of direction bends a little from side to side, as the course of a stream is turned by obstacles, and sometimes the flow is retarded or accelerated perhaps by controling configurations of the earth. It obeys no known laws of progress, crosses meridians, parallels and isothmeral lines in apparrent erratic impetuosity and inexplicable confusion.

What is very remarkable, in its path resembling the ashen bed of a lava stream, we find a dull, inert apathetic *statism*. Though the descendants of the dead nations differ greatly from each locality, yet they are all characterized by fixed ideas and immovable customs, never modified or abrogated by contact with influences of a dominating civilization in the West.

From either side of this turbulent stream eccentries are thrown off, which, like eddies at the side of a boat, still turn long after the larger wake is obliterated. Egypt, on the south, once greatly exalted by its ever-classical Pharaohs, and Russia, on the north, still exhibiting many evidences of robust life, are the most remarkable eddies of civilization.

This *statism* ever found in the devastated track of the March of Empire is invariably characterized by an intense all-absorbing religious sentiment. In Eastern Asia, more than one third of the human race are found believers in Boodhism, or the doctrine that a diety (Boodh) appears at distant intervals to restore the earth from ignorance or decay, and then sinks to *nirvana*, or supreme rest, the highest reward for virtue among his worshipers. Their last *Boodh* was *Gaudama*, who appeared about five hundred years B.C. In Japan it is found mixed with *Sindooism*, the most ancient religion known, and the religion of *Tuse*, an idolatrous jugglery. In China, Boodhism takes the name of Fo; their good diety is *Josh*, their evil one, *Yem Wang*.

In India, *Brahminism* (whose priests alone can read the sacred Sanscrit writings) teaches the worship of three principal dieties, *Brahma*, the creator, *Vishnoo*, the preserver, and *Liva*, the destroyer; together with 330,000,000 inferior dieties of Hindoo idolatry. Number of followers, 120,000,000.

The populous countries of Thibet and Hindostan are self-sacrificing in their devotion to the Grand Lama, or in prostrating

themselves before the car of Juggernaut. The Persians, Arabs and Turks, to the number of 160,000,000, are devoted followers of the false and degrading doctrines of Mahomet. The Jews, though originating in Palestine, are singularly dispersed over the earth, and number 6,000,000, but everywhere they maintain the ancient Hebrew rites with tireless devotion.

In Greece, Turkey, and Russia, the Greek Church has its unchanging adherents, numbering 75,000,000; while Italy and the contiguous countries of Roman origin, with a membership of 200,000,000 souls, are wedded to the solemn rites of the Romish Church, until another cycle of ages is ushered in.

Another interesting fact of this wonderful progress of nations is, that ideas, customs and institutions having their origin at a certain place, never flourish there, but, passing along the current westward, fasten upon a locality often greatly removed.

The hardy, robust character of the Tartars and Cossacks of north-eastern Asia is reproduced in the gigantic Muscovite Empire of Russia, whose 60,000,000 subjects, muffled in furs, with strong, coarse constitutions, defy the rigors of the climate.

The priestly, scholastic habits of the Brahmins, and their trinity of deities, are crystalized into the priesthood of the Hebrews, from whose religion, in turn, all the vital beliefs of the western world are derived. The land of Palestine, where Christ appeared, is occupied by and subject to Pagans or Mahometans. The exact locality of every important event in His life on earth is covered by a Moslem temple, or dedicated to the worship of a Pagan deity. Christians can only visit the spot where their religion originated by a wearisome and dangerous pilgrimage over sterile roads. Not Jerusalem, but Rome, far to the west, is the "Eternal City," or Capital of Christendom, and the dwelling-place of the Vicegerent of Christ.

The doctrines of the German Luther, the founder of Protestantism, obtain foot-hold not universally in Germany, but in England, whose sovereign is the established head of the Protestant Episcopal Church. Emmanuel Swedenborg, a wandering visionary of Sweden, and the plain English Quaker, John Fox, have their millions of followers in America.

The pretended discovery of a book of prophecies called Mormon, in western New York, by Joe Smith, has given rise to a vast gathering of Latter-day Saints in the Salt Lake Basin, whose zeal and faith thus far have set at naught the authority of common decency and the laws of the United States.

Danish and Scandinavian customs are transplanted to Iceland and Greenland. English ideas and authority obtain in British America. American society is a conglomeration of English, German, and French elements, fostered to an overgrowth by the eminent facilities for advancement always found in a western country. Spanish pride and effeminacy are repeated in Mexico and Central America.

In Europe we see the light, genial, graceful, intellectual, poetic, philosophic mind and character of the ancient Greeks are reproduced in France, where the gaudy, sensuous, social, chivalric, polite, material, voluble, scientific, martial, Parisian gentlemen of French society thinks the Great Napoleon was an incarnation of all the divine heroes of antiquity, and that Paris, with its barracks, cafés and boulevards—its parks, fountains and drives—is all the Heaven he desires to dwell in.

The heavy, methodical, worrying, grasping, conquering, ambitious, haughty, character of the old Romans finds a new growth in England, equal to any and all nations of antiquity in her love of power, wealth, research, scholarship, hauteur, and national glory.

In America, two principal ideas or national traits predominate. The hardy, zealous, austere, shrewd, calculating, dominating Puritans of Holland stepped, in 1620, upon the no less firm rock at Plymouth, Massachusetts, a short time before the softer, luxurious, hospitable, haughty, high-blooded Cavaliers of Lord Baltimore landed at St. Mary's, Maryland, and unwittingly commenced a race for dominion in the government of the new colonies. After continual animosities and subdued contentions, a terrible, sanguinary and desolating war has just been concluded between the descendants of the Puritans and of the Norman-English aristocracy, and, while the former will expand, plant their institutions of liberty, education and equality, and dominate for thousands of years in the Mississippi Valley, the latter, on another line of progress to the south of them, will extend their institutions of ease, caste, chivalry and family pride to the Gulf States, and will for ages hold sway of the Texas basin.

New England industry will riot for a thousand years in the prairies of the Father of Waters, then cross the plains to utilize the slumbering wealth of California, and nations and generations to come will perpetuate on the shores of Asia the institutions we have projected and cultured here.

This leads to a thought upon the fate or destiny of the aboriginal races found here. They evidently belong to a life current whose tidal wave, many thousand years ago, left them in its wake to die and fossilize in natural order. Their own habits, vices and cupidity, added to the avarice and ambition of the pioneers of the tidal wave about to cross the Atlantic, will remove them from the centres of population, and drive them into the inhospitable wilderness, or inclement desert, until, after leaving their euphonious names resting mournfully on each lake, stream and mountain, they will journey to the "happy hunting grounds" of Hiawatha and become extinct.

No doubt the same fate awaits the future inhabitants of the Pacific isles, Japan and China, while the unwelcome thought obtrudes itself that our descendants, in turn, shall follow them, fleeing before a mighty engulfing wave.

As before stated, for six thousand years, or since the historic period, the rise and fall of nations has been accurately noted, and the rate of progress of the wave of civilization can be determined.

Take two important facts of history and compare their distance apart, in time, with the distance apart of the places of their transaction, and a remarkable coincidence is observed.

The ruins of Nineveh and Babylon, the oldest cities of which we have reliable record, are situated near the Mesopotamia of the Euphrates and Tigris rivers, now included in Asiatic Turkey, thirty-three degrees east of the meridian of Rome.

Now, 33 degrees is little more than $\frac{1}{11}$ of 360°—the circumference of the earth. From the most distinguished period of the Assyrian or Babylonian Monarchy, B.C. 2,000, to the Golden Age of the Roman Empire, under Constantine, A.D. 330, there elapsed 2,330 years.

Multiplying 2,330 by 11, gives 25,300 years as the time necessary to complete the circuit of the earth.

Again, from the reign of Solomon, King of Jerusalem, B.C. 1050, to the reign of Constantine, A.D. 330, there elapsed 1,380 years. Jerusalem and Rome are 20° apart, or $\frac{1}{18}$ of the circle. Multiplying 1,380 by 18, we have 24,840 years—nearly the same period found by the first comparison.

Once more. From the reign of Alexander the Great, B.C. 350, to that of Constantine the Great, A.D. 330, there elapsed 680 years. Macedonia and Rome are about 10° apart, or $\frac{1}{36}$ of the circumference of the earth. Multiplying 680 by 36, we have 24,480 years. These three numbers, 25,300, 24,840 and 24,480, are so nearly alike as to indicate that the period for the completion of a circuit of the earth by the tidal wave of Empire is about 25,000 years, and, as the earth's equatorial circumference is about 25,000 miles, the March of Empire is at the rate of one mile per year, or a degree in seventy years.

Assuming that the rate of progress is as supposed, viz., a circumference, or 360 degrees in 25,000 years, or one degree in seventy years, let us make a few brief comparisons.

From Constantine's reign, A.D. 330, to Charlemagne, A.D. 830, there elapsed 500 years, which is $\frac{1}{50}$ of 25,000 years, and the distance from Rome to Central Germany is 7°, nearly $\frac{1}{50}$ of 360°.

Assuming what most reflective minds, we opine, are willing to allow, that a meridian midway between Paris and London is now enjoying the flood-tide of power, some interesting calculations can be made to determine the tide-table of other places.

Japan is 140 degrees east of the present high tide, and about 9,800 years since it enjoyed the flood-tide. China, 120 degrees east, one third of the circle, and 8,300 years behind the times. These periods, it may be observed, are somewhat in accordance with the antiquity claimed by the celestial scholars.

Farther India is 90° away—¼ of 360°—and is left ¼ of 25,000 years, or 6,200 years in the past.

Thibet and Hindostan, next passed over by the wave of progress and 80° east—$\frac{2}{9}$ of 360°—and 5,500 years old, also as claimed by the Sanscrit writers.

Mesopotamia, Nineveh, Babylon, the Garden of Eden, and Mount Ararat are in longitude 45° east of London—⅛ of a circumference—or about 3,100 years in the past, indicating that the most remarkable events of that locality occurred 1,200 years before Christ.

Palestine is 40° East—$\frac{1}{9}$ of 360°—and 2,770 years old. Now just 2,770 years ago, or 1,050 B.C., Solomon, the most distinguished king of Jerusalem, was building the Temple. It should be remembered that the Hebrew nation was at its zenith of glory at that epoch and not, as often supposed, during the sojourn of Christ, when Palestine was a subjugated province of Rome, paying tribute to Cæsar and governed by Herod.

The next nation of note is the Macedonian or Greek, 30° east longitude—$\frac{1}{12}$ of 360°—east of the high tide and 2,100 years in the past which reaches to 250 years before Christ, but not quite back to the conquests of Alexander B.C. 320, and indicate some discrepancies in the rate of progress which we have estimated, and which are occasioned by causes undetermined as yet.

Rome is in 16° east longitude—$\frac{1}{22}$ of 360°—and $\frac{1}{13}$ of 25,000 years, or about 1,920 years past its meridian and reaches back to the reign of Scipio Africanus, B.C. 100, just after the destruction of Carthage, the conquering of all the maritime neighbors of Rome, and before the building of the Parthenon, the rebuilding by the Romans of the Temple at Jerusalem, and while Rome at the meridian of its glory had an unconquerable array of rugged soldiers within its walls and a population of 4,000,000 souls, while the Roman Empire embraced all the known world except the dead nations at the East and a few wild western tribes.

The predictions for the nations of Northern and Western Europe must be given more careful examination to take into account the influence of unknown causes in determining the rate of progress northwesterly to the sea, but it may be interesting to conjecture how far America is ahead of the meridian, or when different localities on this continent will arrive at the acme of their glory.

If, as before assumed, it is high noon by the Star of Empire which rules this wave of progress near London, it is about 9 o'clock in New England, sunrise in the Valley of the Mississippi and early dawn in California.

Boston is 71° or 5,000 years from her high noon; Washington 77° or 5,300 years away. The meridian of Cincinnati is 84° and 5,800 years, or 800 years behind Boston in coming to the apex of greatness, while St. Louis, 90° west of London is 6,300 years

from her exalted destiny, and 1,000 years behind the Atlantic slope. The Mormons or their Gentile successors at Salt Lake, have a blissful future of 112° or 7,800 years. California is still in its early morning of 120° or 8,300 years, while the Sandwich Islands are 155° away, or at midnight before a glowing morning of 10,800 years.

The grand central fact of this slow, certain March of Empire is that all places on certain lines, which may be determined, are destined to become illumined by the fires of the most enlightened civilization, and then to become as certainly darkened and barren until another cycle of 25,000 years is turned.

It follows from the slow rate of motion—only one mile on the equator a year—that the resources of any locality are not capable of exhaustion except during a long period of years, and that the growth of a nation is naturally slow and should be more stupendous than any of its predecessors.

If the old idea of a center of civilization, located in Mesopotamia, is correct, then we have been calculating the progress of one of its radii. Cords of parchment and rivers of ink have been expended by the scholars of every ancient nation in attempting to prove that their particular city was the center of terrestrial life which radiated thence outward to the far corners of the earth.

But from a consideration of the dense population of Eastern Asia, and the fossilized state of their institutions in which no radical elements are discovered, the fact seems to be that the organized existences on this globe have been gradually developed under the effect of natural causes, not yet understood, and that there is no proper center of life but rather a rising swell in a life current that spans the earth at vast intervals of about 25,000 years.

How such a contemplation of the March of Empire enlarges our view of universal history! How satisfactorily it arranges in order the principal events in the history of nations! How fully it corroborates the claims of eastern scholars! In view of the increase in magnificence of the nations that have passed their climax during the historic period, how it tempts the imagination to conjecture the unrivalled splendor of nations yet to be!

With the observed progress of events since the discovery by Columbus, the discovery of the use of steam, the printing press, the telegraph, and thousands of other labor-saving, space-annihilating and civilizing inventions, what lofty achievements may be observed in the beautiful Valley of the Mississippi with a sure future growing life of 6,000 years!

And how it dwarfs our significance in this life to note that the mill of God grinds so slowly. No individual or generation of men can build up a nation, or a national institution, nor can they live long enough to see the fruition of any great scheme of their conception. Other minds to come must enunciate it; other

hands fabricate its physical support. We must be satisfied to plant good seed, leaving Appolos to water the tender young scion, Cincinnatus to prune the excrescences and redundant limbs away, while unnamed and unthought of persons, sitting in high places to which a superior wave in the March of Empire has carried them, will eat and be benefitted by the ripe fruit.

SIERRA VALLEY, Cal., 1868. J. G. LEMMON.

METHODS OF COMPUTING INTEREST, AND OTHER ARITHMETICAL PROBLEMS.

BY B. B. WARREN.

OF all the communications which appear in your colums, I take the most interest in those which treat of the practical duties of the school-room, methods of securing good discipline, or of imparting instruction to those placed under our care for that purpose.

Among the number, I might mention the article which appeared in the February (1868) number of the TEACHER, written by T. H. Rose, M.D., Principal of the Los Angeles Grammar School, and that on Grammar, by Dr. Shellhouse.

I think teachers should make your columns a medium of intercommunication more generally than they do, and that when one has any system of imparting information to his scholars, upon any subject, which he thinks better than those practiced by his fellow teachers, he should hasten to let us know all about it. In fact, I believe it is an imperative duty he owes the profession.

In Page's "Theory and Practice of Teaching," we are instructed to "*Study to acquire the art of aptly illustrating a difficult subject*," and on the same page of that excellent work, the author tells us, that a man who is apt to teach, will devise some ingenious method of enlightening the mind of his pupil, so that he shall lay hold of the idea as with a manly grasp, and make it his own forever.

Believing that I have a method of imparting instruction in one important branch of Arithmetic not generally practiced by my fellow teachers, and that the subject can be better illustrated by this method than by any other,—that it can, in fact, be reduced to an *object lesson*, in which the eye of the pupil takes in the whole question at a glance, and the relations of the different quantities involved, I send you this communication on the subject of

COMPUTING INTEREST, AND OTHER ARITHMETICAL PROBLEMS.

In Eaton's Common School Arithmetic, we find the following: "In every example in interest, there are four particulars which claim special attention, viz.: Principal, Time, Rate and Interest, any three of which being given, the other can be found."

Why did not Eaton add, The Interest is only the product of the Principal, Time and Rate, written decimally?

This is the principle on which my method is based, and which can be found in Smith's Algebra, and can be represented by the following formula:

$$\text{P.} \times \text{T.} \times \text{R.} = \text{I.}$$

When we come to practically apply the above principle, an apparent difficulty presents itself in the fact that the Time may consist of two or three denominations—years, months and days, but it is readily disposed of by reducing the years to months, adding in the months, dividing the number of days by three, and annexing the quotient decimally to the number of months.

Example:—Reduce 2 years, 3 months, 18 days to units, whose denomination shall be months, and we have 27.6 months.

Rule for computing Interest on any amount, for any time, at any rate per cent. per month.

Multiply the Principal, Time in Months, and Rate, written decimally, into each other, and the Product will be the Interest.

Suggestion.—Require your scholars to place the following formula above their Examples, on their slates when preparing their lessons, and on the blackboard at recitation, thus:

$$\text{P.} \times \text{T.} \times \text{R.} = \text{I.}$$

Example.—What Interest must I pay to the Bank of California, if I borrow \$540 from that institution, for 1 year, 4 months and 24 days, at $1\frac{1}{2}$ per cent. per month?

$$\text{P.} \times \text{T.} \times \text{R.} = \text{I.}$$
$$\$540. \times 16.8 \times .015 = \$136.08.$$

(I have purposely disregarded the three days of grace in the above Example.)

As the Interest is the product of three factors, viz.: the Principal, Time and Rate, it follows that we can find either of the factors when two of them and the Interest are given, by the following Rule: Divide the Interest by the product of the two given factors.

Example.—What Principal will gain \$136.08, in 1 year, 4 months and 24 days, at $1\frac{1}{2}$ per cent. per month?

Suggestion.—Require the pupil to place the interrogation point in place of the required factor, thus:

$$\text{P.} \times \text{T.} \times \text{R.} = \text{I.}$$
$$? \times 16.8 \times .015 = 136.08.$$

Operation.—$16.8 \times .015 = 252$ and $\$136.08 \div 252 = \$540$.

The scholar now removes the interrogation point, and places the answer under P., as the required factor; he next removes the

16.8 under T., and puts the interrogation point in its place. The question then becomes—

In what time will $540 gain $136.08, at 1½ per cent. per month?

$$P \times .T. \times R. = I.$$
$$\$540. \times ? \times .015 = \$136.08.$$

Operation.—$540. × .015=8.1, and $136.08 ÷ $8.1=16.8.

The next question—at what rate will $540 gain $136.08 in 1 year, 4 months and 24 days, is performed in a similar manner: and I generally require my pupils to perform the four examples which arise from one question in Interest, until they are perfectly familiar with the principle; then there is no danger of their ever forgetting it. They never will forget it, if they remember the above simple formula, and by a little practice, it, and the relation one element in a question in Interest bears to each of the other three, become indelibly fixed in their memories.

I thus teach in *one lesson*, what requires several pages of our arithmetics, and a great waste of time, by the usual methods.

I first write the rule on the blackboard, for the class to copy and learn, and illustrate it by a few familiar examples, always taking our California method of computing interest first, then assign such questions for the class to perform for their next day's recitation as I think necessary. Of course, I must compose the questions myself and put them on the blackboard, for the class to copy, for I can find none in our authorities, suitable to our California methods of doing business.

When the class have become perfect, they advance to the next step, viz.:

To compute Interest when the rate per cent. is by the year.

The rule is the same as that required when the rate per cent. is by the month—simply inserting the words "divided by 12," after the word "product."

Suggestion.—Let the scholar's attention be directed to this difference, and the *reason* for it, which will be given hereafter.

Rule for computing Interest, when the rate per cent. is by the year.

Multiply the Principal, Time, in months, and Rate (written decimally,) into each other, and the product, divided by 12, will be the Interest.

Suggestion.—Arrange the work for convenience in cancellation.

Example.—What is the interest of $124.50, for 1 year, 4 months 12 days, at 5 per cent. per annum?

$$P. \times T. \times R. = I.$$
$$\frac{124.50 \times 16.4 \times .05.}{12}$$

As your printers probably have no means of representing the cancellation, I restate the example, after the cancellation:

$$P. \times T. \times R. = I.$$
$$\$41.5 \times 4.1 \times .05 = \$8.5075. \quad \textit{Ans.}$$

I instruct my pupils to multiply the numbers representing the Time and Rate into each other, first, and the Principal by that product, for the reason that the multiplication of the first two can generally be performed mentally, and always can, when the Rate is six, four or three per cent., as in these cases, after cancelling, the rate is .01, and the multiplication by that quantity consists in simply fixing the decimal point in the product.

I selected the above example from Eaton's Arithmetic, page 192, Art. 236, that the reader may conveniently compare the work there given with mine.

If the time had been one or two days more, it would have been represented as $16.4\frac{1}{3}$, or $16.4\frac{2}{3}$ mos.; and I would have disposed of my divisor by cancelling into the principal, making the question, after cancelling—

$$P. \times T. \times R. = I.$$
$$\$10.375 \times 16.4\tfrac{1}{3} \times .05 = ?$$

Or, after multiplying time into rate—

$$\$10.375 \times .821\tfrac{2}{3} = ?$$

When the principal will not exactly contain the divisor 12, the divisor need not be continued after the third decimal place in the quotient, for reasons which the teacher can readily understand, and explain to his pupils; but if you wish to find one of the factors, when the interest and two of the factors are given, the cancellation should be exact.

Example.—What principal will gain \$8.5075 in 1 year, 4 months, 12 days, at 5 per cent. per annum?

$$P. \times T. \times R. = I.$$
$$\frac{? \times 16.4 \times .05}{12} = 8.5075.$$

We must divide the interest by the product of the two given factors, but they or their product must first be divided by 12, and as we can neither cancel nor divide their product without producing a circolutory decimal for a quotient, we act upon the principle, "*a divisor of a divisor is a multiplier of the quotient,*" and multiply the interest by 12. I therefore re-state the question:

$$\text{I.} \quad = \quad \text{T.} \times \quad \text{R.} \times \text{P.}$$
$$\$8.5075 \div \quad \frac{16.4 \times .05}{12} = ?$$

Operation.—$\$8.5075 \times 12 = \$102.09$, and $16.4 \times .05 = .82$.
$\$102.09 \div .82 = \$124.50$, *Ans.*

Example Second.—At what rate per cent. per annum, will $124.50 gain $8.5075, in 1 year, 4 months and 12 days?

$$\frac{\text{P.} \times \text{T.} \times \text{R.} = \text{I.}}{\$124.50 \times 16\ 4\times\ ? \over 12} = \$8.5075.$$

I cancel and restate it:

$$\text{P.} \times \text{T.} \times \text{R.} = \text{I.}$$
$$\$41.5 \times 4.1 \times\ ? = \$8.5075.$$

Operation.—$8.5075 ÷ $170.15 = .05. *Ans.*

The student may now solve the following example:

In what time will $124.50 gain $8.5075, at 5 per cent. per annum?

$$\frac{\text{P.} \times \text{T.} \times \text{R.} = \text{I.}}{\$124.5 \times ? \times .05 \over 12} = \$8.5075.$$

I shall now assign a few reasons, which I consider most conclusive, why the foregoing rules should be adopted and taught by the teachers of this State.

First.—They are peculiarly adapted to our California method of computing interest *by the month*, while those in our arithmetics are adapted to the customs of New England, New York, or other Eastern States, where they compute interest by the year almost exclusively.

Secondly.—These rules avoid the necessity of learning six rules in Eaton's Arithmetic, viz: those under Articles 232, 234, 236, 246, 247 and 248, and the consequent loss of time and confusion of rules, so liable to result to the young pupil, in learning so many rules on kindred subjects.

Thirdly.—They will answer for *any* rate per cent. for *any* time, while the rule in Eaton's Arithmetic is adapted to 6 per cent. per annum only, and to find the interest at any other rate, you must first find the interest at 6 per cent.; dividing this interest by 6, you find it at 1 per cent.; finally, by multiplying this quotient by the required rate, you arrive at the answer—a most absurd method. (See Example 38, Art. 236, page 192, Eaton's Arithmetic.)

Fourthly.—Percentage (which should be taught before Interest) can be taught by the same rule, omitting the element of Time.

I submit the following formulas for teaching per centage:

Base × Rate = Percentage, Instead of Rule, Art. 226.

Percentage ÷ Base = Rate, Instead of Rule, Art. 227.

Percentage ÷ Rate = Base, Instead of Rule, Art. 228.

In conclusion, I will add a few questions, such as I ask my scholars, to test their knowledge of the rule, and the reason for each step in the work:

Q. Why do we reduce the time to months, in the rules for computing interest?

A. To enable us to deal with the time as one denomination, and it is easier to reduce the time to months and decimals of a month, than to any other denomination.

Q. Why do we divide the number of days by 3, and annex the quotient decimally to the number of months?

A. Because 3 days are equal to one tenth of a month, and there will be as many tenths of a month in the given number of days, as 3 is contained times in the number of days.

Q. When the rate per cent. is by the year, why do we divide by 12?

A. Having reduced the time to *months*, the interest would be 12 times as much as it should be if we did not divide by 12.

Q. Why do we not divide by 12 when the rate is by the month?

A. Because months is the denomination of time on which the Interest is computed, and the product of the Principal, Time, in months and decimals of a month, and Rate written decimally, will be the Interest.

Q. When the Rate is by the year, and the Time consists of years alone, is it necessary to reduce the time to months, and then divide by 12?

A. No. When the time consists of years, and when the time can be readily represented in years and decimals of a year, it is quite unnecessary.

Q. Can you give an example?

A. Two years and three months equals 2.25 years; 1 year and 6 months equal 1.5 years. In such cases, it is better to represent the time in years and decimals of a year, and thus avoid the reduction of time to months, and division by 12.

I invite the just criticisms of my fellow teachers on the foregoing rules and methods of teaching Percentage, Interest etc. If there is any better method, I desire to know it, and to make it my own. One advantage, and not the least, in the practical use of these rules, is, the teacher can see, at a glance, if the pupil has a correct statement of the operations to be performed; for he should always place the different elements in their proper order on the blackboard. If he has, all that remains to be done, are the cancellation and multiplication of decimals, or multiplication and division of decimals, as the case may be.

But I fear no attention will be given to the subject by many teachers, who dislike to think, or take any trouble. This system requires some thinking, some preparation for teaching it. It must be taught orally, and the teacher must prepare questions adapted to the California methods of doing business—all of which are fatal objections with those who would rather "put their scholars through all the rules in the Arithmetic," including that *Connecticut Rule*, than adopt a plan that would cost more thought and labor in the execution.

OBJECT-LESSONS FOR SMALL CHILDREN.

FLOWERS.—SEVENTH AND EIGHTH GRADES.

I WANT to talk with you to-day about flowers; but first, as we cannot have flowers without plants, tell me the principal parts of a plant? Root, stem and leaves.

Of what use is the root? To absorb nourishment from the ground, and to fix the plant in the earth.

Of what use is the stem? To support the leaves, and carry them food from the roots.

What do the leaves do for the plant? They take in nourishment from the air.

You have named the principal parts of the plant and told me their use, but there are other important parts which you have not yet named; can you tell me what they are? Flower and fruit.

Well; it is particularly of the flower that we wish to speak now. Name the parts of a flower? Calyx, corolla, stamens and pistil.

Which is the calyx; point it out and tell me about it? It is on the outside, and always encloses the bud.

What is its color, usually? It is usually green; but not always.

What is the corolla; and where is it placed? It is the bright part of the flower, next to the calyx.

Point it out and tell me its color?

Where is the pistil? In the center of the flower.

And the stamens? Around the pistil.

Count the stamens in your flower, and tell me how many there are?

What are the parts of the calyx called? Sepals.

Of the corolla? Petals.

Of the stamens? Filament, anther and pollen.

What is the meaning of filament? Little thread.

What are the parts of the pistil called? Ovary, style and stigma.

Point them out to me?

Of what use are flowers? They please us by their beauty and sweet smell. Some of them are used to make medicine and some to make perfumes. They tell us of God, who made the flowers.

SANCSRIT LITERATURE.—The English Government is making exertions to discover and preserve as much of the ancient literature of India as possible. Competent gentlemen will be sent on tours to explore the existence of old Sanscrit manuscripts relating especially to the Vedas, the Hindi law, Sanscrit grammar, lexicography and philosophy, to purchase them, or if this be not possible, to have faithful copies taken of them, and send originals or copies to the library to be designated by Government, for their ultimate preservation.

Miscellanea.

Anachronisms on Literature and Art.—Shakspeare is full of them. In the "Comedy of Errors" he alludes to ducats, marks and guilders, and also to the striking of a clock in the ancient city of Ephesus. In "King John" and "Macbeth" he speaks of cannon. He makes Coriolanus a contemporary with Alexander the Great, Cato, and Galen, all of whom lived centuries afterward. Cassius, in "Julius Cæsar," also speaks of a clock striking the hours. Beaumont and Fletcher make a man discharge a *pistol*, who must have lived long before the Christian era. The painters do not behave much better. In one of Albert Durer's pictures representing St. Peter denying the Savior, there is a Roman soldier in the background smoking a *tobacco pipe*. A Dutch painter, in the painting of the "Sacrifice of Isaac," makes Abraham point a *blunderbuss* at his son's head as an argument for obedience. Tintoret paints the Israelites gathering manna in the wilderness as carrying *guns*. Another master, in a picture of Adam and Eve, places a German student in the background *shooting ducks*. Similar absurdities have been introduced into subjects of too sacred a nature to be connected with what is ludicrous, and so we forbear to mention them here. The writer saw, at the sale of the paintings of Joseph Bonaparte, at his residence in Bordentown, New Jersey, a number of years since, a piece by an old Dutch master, in which the old patriarchs and their people are represented as coming out of huts, for all the world like Indian wigwams, with muskets on their shoulders.—*Mt. Vernon Plaindealer*.

Anecdote of Prof. A. D. Bache.—Some years ago he had spent a complete lustre in experiments upon radiant heat, which he had hoped to continue and complete. His hopes were extinguished in the following manner: He left home one day, having arranged upon his standard a group of curious instruments, most difficult and delicate of construction. In passing through his study that day, his mother caught the skirt of her dress in the leg of the standard, and brought the whole to the ground. Overwhelmed by the misfortune, she left his wife to tell the story. As he heard it he stood for a moment as if stunned, went out into the open air as if to get his breath, and came back five minutes after, serene and sweet. In his own family he never spoke of the matter again, but to Farman Rogers he said, "For five minutes I did not love my mother!"

A free school for teaching women the art of telegraphy has been opened at the Cooper Institute, in New York. This school is established by the Cooper Union, in conjunction with the Western Union Telegraph Company, and is the first attempt in this country to give women a regular training as telegraph operators.

PRACTICAL ARITHMETIC.—I saw given, in one of the rooms in the Brownell Street (Cleveland) School, what was not only in name but in fact, a lesson in *practical* Arithmetic. It was a lesson in avoirdupois weight; and the little fellows were not alone *doing sums* in reduction in that weight, but, what may surprise some of our teachers, were actually weighing things on the scales, announcing the results in pounds and ounces, and then reducing these pounds and ounces to ounces with the greatest rapidity and exactness, lifting and weighing them in their hands at the same time. Any number of bundles of various materials, brought by the pupils, to be used in the lesson, were lying near by. No real teacher need be told that this class was full of life and enthusiasm in its work.—*Extract from Report of Superintendent Hancock, of Ohio.*

EDUCATION IN INDIANA.—The number of youth in Indiana between the ages of six and twenty-one is a little short of 600,000. Of this number 436,000 attended school a portion of the year in 1868. The number of male teachers employed is 6,500; of female, 4,550; monthly wages of the male teachers, $37; of the female teachers, $28 40; average monthly wages of male teachers in the high schools, $64; of the female teachers, $42. The sum of $950,000 was raised by taxation; and $550,000 from other sources. During the year 1868 one and a half million dollars were paid for instruction, and over one million in the erection of school-houses. In the last twenty years the Common School Fund has grown to $8,250,000.

DEPARTMENT OF PUBLIC INSTRUCTION.

PROGRESS OF THE UNIVERSITY OF CALIFORNIA.

In the October number of THE TEACHER we gave a detailed history of the organization of the University, and the measures that had been adopted up to that date to put it in operation. A notice of the progress made since then will no doubt interest our readers.

THE EDUCATIONAL STAFF.

The Regents have not yet been able to secure the right man for President. On the 10th of November, 1868, they elected Gen. George B. McClellan to the position. This he declined on the 3d of December, assigning as a reason the engagements he had entered into in the Eastern States. The salary offered him as President was $6,000 gold per annum, while it is known he is in receipt of an income of $18,000 as an Engineer of several enterprises in and around New York. In his letter of declination he says:

"I am very sensible of the importance of the position and of the many attractions it offers me in every way, and were I differently situated, it would afford me the greatest pleasure to undertake a duty so entirely in accordance with my tastes, and which must lead to such important results. In common with all who have ever visited the Pacific Coast, I have been deeply impressed with the certainty of its great future development, and have retained a strong desire to make it my home, so that I doubly regret the necessity of declining the proffered Presidency." In conclusion he expresses the hope that he may, at no distant day, be permitted to thank the Regents in person.

Since Gen. McClellan's declination, the Regents have been casting about to find a man of first-class reputation and ability, but it seems very difficult to hit upon such a treasure who is disengaged.

Among the gentlemen who have been named in connection with the Presidency, are Prof. Agassiz, Judge Deady of Oregon, Prof. John Le Conte of the University of California, Prof. Geo. Davidson of the Coast Survey, Theodore W. Dwight of New York, Prof. Jno. S. Hart of the New Jersey State Normal School, Prof. Geo. H. Cooke of New Jersey, and Rev. Horatio Stebbins of San Francisco.

It will probably be some months yet before a selection is made, and meantime the Regents are in correspondence on the subject with the leading friends of learning in the Eastern States.

Only four Professors have been elected up to this time. In each instance they were chosen by a nearly unanimous vote. They are—

Prof. John Le Conte, of the University of South Carolina, Professor of Physics and Industrial Mechanics.

Prof. R. A. Fisher, of Grass Valley, California, Professor of Chemistry, Mining and Metallurgy.

Prof. Joseph Le Conte, of the University of South Carolina, Professor of Geology, Natural History and Botany.

Prof. Martin Kellogg, of the College of California, Professor of Ancient Languages.

The Board have been exceedingly fortunate in the selection of these gentlemen, all of them being eminent in their several departments. Their salaries have been fixed at $3,600 gold, per annum, each. The Board have yet to elect—

A Professor of Mathematics.

A Professor of Modern Languages.

A Professor of Agriculture, Agricultural Chemistry and Horticulture.

A Professor of Civil Engineering, Architecture and Military Science.

A Professor of English Language and Literature, including Rhetoric and Logic.

A Professor of Intellectual and Moral Philosophy, and Ancient and Modern History.

A Professor of Drawing.

These positions are not likely to be filled until a President is elected.

APPARATUS.

The Regents have appropriated the handsome sum of $20,000 for the purchase of chemical and philosophical apparatus. It was at first proposed to send Prof. John Le Conte abroad to obtain this apparatus, but his services were considered so important in assisting in the organization of the University, that he was called, by telegraph, to the active discharge of his duties. He promised to leave for California by the 1st of March, and may therefore be expected at an early day. On his arrival, Prof. Fisher will consult with him as to what is needed, and will be immediately afterward despatched to Europe to purchase a full supply of apparatus.

ORNAMENTATION OF THE GROUNDS.

Under the direction of the Committee on Grounds and Buildings, assisted by a competent landscape-gardener, a large amount of work has been done upon the University site. The grounds have been laid out in handsome style—numerous drives, avenues and walks have been constructed, and a large number of ornamental trees set out. The work will be continued until the whole estate is converted into a highly attractive and ornamental Park.

THE EXECUTIVE COMMITTEE.

At their meeting on the 16th of January, the Regents elected an Executive Committee, consisting of Messrs. S. F. Butterworth, William C. Ralston and Horatio Stebbins, to act as the Executive head of the University until a President is duly elected and charged with the duty and invested with the necessary powers to give general direction to the organization and practical affairs of the University.

Since the election of this Committee, new life has been infused into the operations of the Regents. The gentlemen composing it have devoted their well-known business talents and intelligence to the energetic prosecution of the work entrusted to them. They have taken a lively interest in the subject, and have been employed in devising the ways and means—in negotiating sales of the lands belonging to the University, in collecting information, preparing plans and specifications for a suitable building and a variety of other matters requiring attention and prompt action.

THE UNIVERSITY BUILDINGS.

They have determined, and the Board have sustained them, to lay aside the plan of a cheap structure previously agreed upon, and to erect a handsome and capacious building that shall be worthy of the State, and upon this they propose to expend about $200,000. They have called into consultation three of the most skillful architects of the city to embody their ideas of the ac-

commodations needed for five hundred students, offering a reward of $1000 for the best plan, $750 for the next best and $500 for the third, reserving the right to use and combine the desirable or attractive features of all three. These plans will probably be ready within a month.

The Regents have conferred upon them full powers to act, and there is not a doubt they will proceed at the earlist practicable moment to the energetic prosecution of the work. The feeling seems to prevail in favor of two large buildings for instruction, to be built of wood, with a detached Laboratory of stone or brick. Besides these, some half dozen or more neat houses will be erected on the site, for the residences of the President and the married Professors.

THE OPENING OF THE UNIVERSITY POSTPONED.

Anticipating the possibility that these buildings will not be ready for occupation in time to inaugurate the University by the 1st of October next, as at first designed, they have offered to the College of California the services of Profs. John and Joseph Le Conte, Prof. Fisher and Prof. Kellogg, free of expense, from and after the 1st of September, 1869, on condition that said College continue its instructions for one year from that date, and then turn over its classes to the University. This proposition will no doubt be accepted.

RESOURCES OF THE UNIVERSITY.

Such assurances have been received, as to leave no doubt that the $200,000 appropriated to the University out of the first proceeds of the sale of the tide and marsh lands in the county of San Francisco will be available in three months at latest.

In addition to this, the Executive Committee have sold about 22,000 acres of the 150,000 granted by Congress at $5 coin per acre, payable one fifth cash and the remainder bearing interest at 10 per cent. per annum. They expect to dispose of more at the same rate, but to provide against failure, they have made a contract with three gentlemen of skill and reputation, familiar with land matters, to locate at once the rest of the 150,000 acres remaining unsold, for all of which they expect to obtain at least $5 gold per acre. This would realize a fund of $750,000—ten per cent. interest upon which would yield an annual income of $75,000. The fixed expenses per annum for President and ten Professors amount to $45,000, leaving a margin of $30,000 to cover contingencies and to provide for additional Instructors, independent of any aid from the State, of endowments by liberal friends of learning and of tuition from the students. Thus it will be seen, should the lands realize the amount confidently expected, a fund will be obtained sufficient to endow the University and to ensure its steady progress and successful working beyond the reach of accidents.

EDUCATION IN THE UNITED STATES.—An interesting and valuable volume will be issued by the Department of Education from the Government press at Washington, probably this year, illustrating the various systems of education prevailing in the several States of the Union. Dr. Barnard is now engaged in furnishing his report as to the state of education in the District of Columbia, and will next complete his survey of the public schools in the different States, including a historical sketch of the development of the systems, and the most recent statistics. To this will be appended a series of reports on public instruction in Europe; the first report being devoted to particular accounts of primary and secondary education there, with a glance at the Universities of every one of the German States. This account will be drawn from elaborate papers prepared by eminent educators in each country, and will include the most recent official statistics. As an evidence of the interest felt in the Department, a writer from Washington states that not less than seventy-three letters were opened by the Commissioner one morning, arriving in the mail on one day, asking or giving information, or acknowledging information received. By the way, who is attending to the interests of California in this matter? The impression obtains in the Atlantic States that we are following close upon their best educational systems there, if we have not fairly excelled them. Let the Golden State be fairly represented in the forthcoming volume. The present clerk of the Department of Education is H. E. Rockwell, Esq., formerly of central Massachusetts.—*Daily Times.*

[Mr. Barnard has been furnished with all the information concerning California school matters, in possession of this office. We trust our State will not suffer greatly by the exhibit which may be made of its educational progress, as compared with sister States.—STATE SUPERINTENDENT.]

THE State Agricultural College of Kansas has the names of seventy-one ladies and ninety-seven gentlemen in its last catalogue. There is a system of military drill in the college, and a department of military science.

STATE TEACHERS' INSTITUTE.

THE State Teachers' Institute will be held in Lincoln Hall, San Francisco, beginning on the first Tuesday in May, at 10 o'clock A.M., and ending on the Friday following, at 12 M.

O. P. FITZGERALD, *Sup't Public Instruction.*

RECEPTION COMMITTEE.

AT a meeting of the San Francisco Board of Education held March 23, 1869, a committee of five was appointed to make proper arrangements for the reception of the STATE TEACHERS' INSTITUTE to assemble in this city in May next. The committee consists of President H. A. Cobb, Wm. H. Knight, Col. Thos. H. Holt, J. F. Meagher and Superintendent James Denman.

SCHEDULE OF SALARIES OF SAN FRANCISCO TEACHERS FOR THE SCHOOL YEAR 1868-69.

No.	Schools.	Salary per month.	Salary per annum.	Totals.
	BOYS' HIGH SCHOOL.			
1	Principal*	$208 33	$2,500	
1	Assistant*	175 00	2,100	
2	Assistants,* each	150 00	3,600	
1	Assistant	100 00	1,200	
				$9,400
	GIRLS' HIGH SCHOOL.			
1	Principal*	208 33	$2,500	
2	Assistants, each	100 00	2,400	
2	Assistants, each	90 00	2,160	
				7,060
	STATE AND CITY TRAINING SCHOOLS.			
1	Principal	115 00	$1,380	
1	Principal	100 00	1,200	
2	Assistants, each	67 50	1,620	
3	Probationary Teachers, each	50 00	1,800	
				6,000
	GRAMMAR SCHOOLS.			
9	Grammar Masters,* each	175 00	$18,900	
1	Principal*	125 00	1,500	
2	Principals, each	100 00	2,400	
8	Sub-Masters,* each	125 00	12,000	
9	Head-Assistants, each	83 33	9,000	
1	Head-Assistant	72 50	870	
9	Assistants teaching 2d grade classes, each	75 00	8,100	
38	Assistants, each	70 00	31,920	
6	Probationary Teachers, first grade, each	55 00	3,960	
1	Probationary Teacher, second grade	50 00	600	
				89,250
	PRIMARY SCHOOL.			
8	Principals, each	100 00	$9,600	
4	Principals, each	85 00	4,080	
9	Principals, each	75 00	8,100	
102	Assistants, each	67 50	82,620	
28	Probationary Teachers, first grade, each	55 00	18,480	
24	Probationary Teachers, 2d grade, each	50 00	14,400	
				137,280
	COLORED SCHOOL.			
1	Principal	100 00	$1,200	
1	Assistant	75 00	900	
1	Probationary Teacher, first grade	55 00	660	
				2,760
	CHINESE SCHOOL.			
1	Principal*	75 00	$900	
				900
	SPECIAL TEACHERS.			
2	Teachers of Music, each*	150 00	$3,600	
2	Teachers of Drawing, each*	150 00	3,600	
				7,200
284				$259,850

*Gentlemen. 33 Gentlemen; 251 Ladies.

OUR BOOK TABLE.

BARTHOLOMEW'S DRAWING SERIES. Designed for the Primary, Grammar and High School. By WILLIAM N. BARTHOLOMEW, Professor of Drawing in the English High and Girl's High and Normal School, and Director of Drawing in the Grammar Schools of Boston. Boston: Woolworth, Ainsworth & Co., Publishers, 117 Washington Street.

We have examined numbers 1, 2 and 3 of this series, as well as some parts of "The Teacher's Guide," and cheerfully recommend them as excellent, plain and practicable. The instructions given are so clear that the teacher, though untaught in this very useful art, can soon master the subject, and be able to teach his class: at the same time, the skillful master, we think, would find this system, in the hands of his pupils, would aid him much in his instructions. H. H. Bancroft & Co., San Francisco.

A NEW ELEMENTARY COURSE IN THE GERMAN LANGUAGE. For the Use of Schools. By GABRIEL CAMPBELL, M.A., Professor in the State University of Minnesota. Boston: Woolworth, Ainsworth & Co. New York: A. S. Barnes & Co.

An original and excellent little volume. The principles of comparative philology are applied to the two Languages—English and German. The forms of words are, therefore, properly discussed, showing many German words may be formed from English by a "regular system of consonant changes." This aids in understanding, acquiring and retaining the language. The book is progressive and practicable.

ANALYSIS OF CIVIL GOVERNMENT: Including a Topical and Tabular Arrangement of the Constitution of the United States. Designed as a Class-Book for the Use of Grammar, High and Normal Schools, Academies and other Institutions of Learning. By CALVIN TOWNSEND, Counselor at Law. New York: Published by Ivison, Phinney, Blakeman & Co.

This book, with the author's chart accompanying, presents the best method of teaching the Constitution with which we are acquainted. The book has two parts. Part First contains some brief historical sketches and important documents. Part Second—"Annotations on the Analysis." The latter has fifteen chapters treating the subject topically. Arranging all topics of similar character under one general head aids the memory and exhausts the subjects. The last chapter contains some convenient tables of the names of the successive officers of the executive departments, and the dates of their occupancy.

HALLS' ALPHABET OF GEOLOGY: Or, First Lessons in Geology and Mineralogy; With Suggestions on the Relation of Rocks to Soil. By S. R. HALL, LL.D., Author of "Lectures on School-Keeping," "Geography and History of Vermont," etc. With Illustrations. Boston: Gould & Lincoln, 59 Washington street. New York: Sheldon & Co. Cincinnati: Geo. S. Blanchard & Co. 1868.

The merit of this little book is its simplicity. Part First treats of the Alphabet of Geology—taking Quartz as the first letter, and going on through the "nine simple minerals," which "constitute, probably, nineteen-twentieths of the solid part called crust of the globe." Part Second touches mildly on Acids, Alkalies and Gases. Part Third tells something of soils and their formation. Illustrated by anecdotes, and wood-cut engravings of fossiliferous remains.

HANDBOOK OF CHEMISTRY: For School and Home Use. By W. J. ROLFE and J. A. GILLET, Teachers in the High School, Cambridge, Mass. Boston: Woolworth, Ainsworth & Co. New York: A. S. Barnes & Co. 1869.

This is something "easier and briefer than the 'Chemistry' of the Cambridge Course of Physics." The authors, of course, use the "new symbols

of notation," and, we may add, are generally up with the progress of the age. The subject is presented in such a manner as to awaken a love for it, show the wonderful part played by the chemical force in nature, and to illustrate its practical utility in the arts—such, says the preface, is the object; and, in the main, the object is achieved in the execution. H. H. Bancroft & Co.

A New Manual of the Elements of Astronomy: Descriptive and Mathematical. Comprising the Latest Discoveries and Theoretic Views; with Directions for the Use of the Globes, and for Studying the Constellations. By Henry Kiddle, A.M., Assistant Superintendent of Schools, New York. New York: Ivison, Phinney, Blakeman & Co. 1869.

A very correct book on Astronomy—somewhat "faultily faultless, icicly regular," which, perhaps, is not a very great objection in a text-book, provided it fall into the hands of a discriminating and ingenious teacher. The illustrations are remarkably clear and good. The book contains much valuable information, and with a little pruning could be used very successfully in the school-room. A. Roman & Co., San Francisco.

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PLAIN AND ORNAMENTAL

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The Twelfth Term will commence on the 1st day of July, 1868. All candidates for admission must be present at that time. The regular exercises will commence on the 6th of July.

COURSE OF STUDY.

REQUISITES FOR ADMISSION.

To secure admission to the Junior Class, Second Division, applicants must pass a written examination on the following subjects, viz.:

Eaton's Common School Arithmetic—to percentage.
Eaton's Intellectual Arithmetic.
Greene's Introduction to English Grammar.
Willson's Fourth Reader.
Spelling; Penmanship.

Applicants for an advanced Class will be required to pass an examination on the studies previously pursued by that Class.

JUNIOR CLASS—*First Session.*

Arithmetic—Eaton's Common School—complete.
Grammar—Quackenbos'—begun.
Geography—Guyot's Common School.
Reading—Willson's Fifth Reader.
Moral Lessons—Cowdery's.
Spelling—Willson's Larger Speller.

JUNIOR CLASS—*Second Session.*

Arithmetic—Eaton's Higher.
Grammar—Quackenbos'—complete.
Rhetoric—Boyd's.
Physiology—Cutter's Elementary.
History—Quackenbos'.
Vocal Culture—Russell's.
Book-Keeping—Payson & Dutton's Single Entry.
General Exercises throughout the Junior Year—Penmanship; Object-Lessons; Calisthenics; Methods of Teaching; School Law; Composition and Declamation.

SENIOR CLASS—*First Session.*

Arithmetic—Eaton's Higher—reviewed.
Algebra—Robinson's Elementary.
Grammar—Greene's Analysis.
Natural Philosophy—Quackenbos'.
Physiology—Cutter's Larger.
Rhetoric—Boyd's.
Natural History—Tenney's.

THE

CALIFORNIA TEACHER.

MAY, 1869.

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HOW TO TEACH THE ELEMENTS OF ARITHMETIC.

BY GEO. H. SMITH, A.M.

THERE is some difference of opinion among philosophers in regard to what are the *first principles*, or original premises of mathematical science. According to Dugald Stewart, and many others, the *definitions* are the only first principles; and the *axioms* are excluded, as being mere statements of laws of the mind, and not propositions from which conclusions can be drawn. According to others, the *axioms* also are *first principles*, as well as the *definitions*. They *all* agree in holding *definitions* to be *first* principles, although they differ as to their being the only ones. It is an obvious conclusion, therefore, that there can be no comprehension of mathematical reasoning, without a previous comprehension of the definitions. And the same remark applies to subsequent propositions, that are used as premises in any mathematical argument. We may indeed understand and assent to the conclusion, without comprehending the reasoning; just as we assent to any other fact upon mere moral evidence. But we can hardly be said to have acquired any mathematical knowledge. We have only acquired *moral*, (as opposed to *demonstrative*) knowledge of a mathematical fact. The practical surveyor may be said to know the geometrical propositions necessary for the measurement of land. But as their truth to his mind depends—not upon demonstrative evidence—but simply on that of testimony, he cannot, with any propriety, be called a geometer.

In the same way, it is perfectly practicable to learn the *art* or practice of Arithmetic, without understanding its principles. A child may be taught, for instance, by the mere force of imitation,

to place one number under another, so that the right hand figures shall fall in the same column, etc.; to draw a line beneath; to add the columns separately, commencing from the right; and, when the sum of any column is greater than ten, to add all but the right hand figure to the next figure to the left. And thus he learns the mechanical operation of addition, without comprehending anything of its principles. In the same way he may be taught the other operations of Arithmetic, and may thus become a very superior *calculator*, or *accountant*, without having any more claim to the title of arithmetician than a guager has to that of geometer. It is indeed within the bounds of possibility that a machine may at some future day be invented to do all this; and if this ever happens, such a machine will be as much entitled to the name as many of the graduates of our schools; for in effect, it is in this way that Arithmetic is taught universally to small children, and almost universally to all. It is even maintained by the most intelligent teachers, (or, to adopt the cant of the day, the most "advanced educators,") that this is the only practicable way; and that to attempt any other, is mere waste of labor. Indeed, if we take it for granted that no better system of teaching can be devised than the one contained in the arithmetics in use, it is necessary to come to the same conclusion. And there is therefore a great deal of practical wisdom in the opinion intimated in the Report of the late Superintendent of Public Instruction, viz: that it is absurd, for purposes of mental discipline to keep a boy "a month in learning to explain in due form the reason of inverting the divisor in dividing one fraction by another.' Under the present system, this may well be characterized as "committing a mass of routine verbiage." For children generally—at least until after they have studied Arithmetic a long time—do not and cannot understand explanations of principles. Why this is so—why, at first, children cannot understand the reasons and principles of the rules, but after studying Arithmetic, gradually became capable of doing so—is a most important question, and the answer to it, by showing the cause of the phenomenon, will at once disclose to us the principles upon which the true system of teaching Arithmetic should be based. First, however, it is necessary to say that the phenomenon cannot be accounted for by the increased mental capacity arising from more advanced years. For if we undertake to teach Arithmetic to a grown man, we meet with precisely the same difficulties. The true explanation is, that the difficulty of the pupil's understanding arises altogether from the lack of some knowledge that should previously have been taught him. Wherever children cannot understand, it is for the lack of some essential preliminary notions in their minds. After awhile—after a long and painful drudgery over the mechanical operations of Arithmetic—they unconsciously, and, as it were, accidentally, (without the aid of the teacher or books,) sometimes gradually,

pick up the lacking notions, and become capable of understanding. The notions that are missing are the *first principles* of Arithmetic, viz: the *definitions* of the *numbers*—the meanings of the words, one, two, three, etc.; ten, eleven, twelve, etc.; twenty, thirty, etc.; a hundred, a thousand, a million, etc. As we acquire these notions ourselves, unconsciously, by dint of our own observations, in studying Arithmetic, we do not realize that we were ever without them, nor suspect that children do not have them; and hence it is that their incapacity to understand appears so mysterious to us. For my own part, the first time my attention was ever called to it, was by observing what struck me as the curious fact, that children studying Eaton's Primary and Intellectual Arithmetics, in learning the Addition table, had precisely the same difficulty in learning the sum of ten and five, or ten and six, as they did in regard to other numbers—which evidently arose from their not knowing the meanings of the words "fifteen" and "sixteen." More extended observation convinced me that it was the case with all the *definitions*, and that precisely here lay the difficulty of teaching children Arithmetic.

If we take a child five or six years of age, we find his mind a perfect blank as to all Arithmetical knowledge. Of all notions in regard to the relations of numbers—even the simplest it is possible to conceive of—his mind is entirely devoid. The only thing we have to go on, is his capacity to perceive the relation of number among objects actually presented to his senses: according to the doctrine of Dugald Stewart, his perception of unity and the repetition of unity; or, in plain words, the faculty which renders it possible for us to teach him how to count. By counting, is here meant the continued addition of one; and this is the foundation of the science of Arithmetic. We know, for instance, that three and two are five, only because having counted two parcels of three objects and two objects, we found the result to be five. To quote the words of Mr. John Stuart Mill, (Logic, p. 167,) "It is a truth known to us by early and constant experience: an inductive truth: and such truths are the foundation of the science of numbers. The fundamental truths of that science all rest upon the evidence of sense; they are proved by showing to our eyes and our fingers, that any given number of objects, (ten balls, for example,) may, by separation and rearrangement, exhibit to our senses all the different sets of numbers, the sum of which is ten. All the improved methods of teaching Arithmetic to children proceed upon a knowledge of this fact. All who wish to carry the child's *mind* along with them in learning Arithmetic; all who (as Dr. Biber, in his remarkable Lectures on Education expresses it,) wish to teach numbers and not mere ciphers, now teach it through the evidences of the senses, in the manner we have described. This is the way that children acquire their knowledge of number, and in which they learn its axioms. The apples and the marbles are

put in requisition, and through the multitude of gingerbread nuts, their ideas acquire clearness, precision, and generality."

In this manner, the results of the addition, subtraction, multiplication and division of small numbers are obtained, and committed to the memory for practical use. In other words, in this way we learn, or ought to learn, the addition, subtraction, and multiplication and division tables. This fact has been only partially recognized by arithmeticians. For instance, in Eaton's Primary Arithmetic, the addition table is taught by means of sensible objects up to ten and six; and for the remainder of the table, he drops the use of sensible objects, showing that he does not recognize the fact that the whole of these tables should be learned in this way alone. Up to this extent—i.e., to the extent of learning the tables—Arithmetic is purely an inductive science. It is evident this process could be indefinitely extended; and that if time and memory did not fail, we could thus arrive at all the results of Arithmetic—which is, in effect, but an abbreviation of the process of counting. This abbreviation is effected by adopting a system of measures for abstract numbers, just as we do for concrete quantities. Thus, just as, after arriving at a certain quantity of apples, or corn, we call it a peck or bushel; or to use a more apposite illustration, just as we call ten cents a dime, and ten dimes a dollar; or just as the French adopt for measures of distance, the metre, the deca-metre, the hecto-metre, etc.; and for weights the gramme, the deca-gramme, the hecto-gramme, etc.; so we call ten ones a ten, ten tens a hundred, ten hundreds a thousand, etc. The base of the system is purely arbitrary. *Ten* was adopted as a base because men happened to have *ten* fingers. Any other number might have been adopted as well. If men had *twelve* fingers instead of ten, they would doubtless have adopted *twelve* for the base, which would have been fortunate for the interests of Arithmetic, for twelve would have made a better base, both because it would have abbreviated the processes of Arithmetic generally, and because especially more fractions could have been expressed exactly by means of duodecimals than by decimals. To use *twelve* as a base, would of course require two more figures. It would also require a new nomenclature, which, however, could be very easily devised. Thus adopting $\overline{t}$ for ten, and $\overline{e}$ for eleven, we could name the numbers as follows, viz: 1 one, 2 two, etc.; $\overline{t}$ ten, $\overline{e}$ eleven, 10 a dozen, 11 a dozen one, 12 a dozen two, etc.; 1$\overline{t}$ a dozen ten, 1$\overline{e}$ a dozen eleven, 20 two dozen, 30 three dozen, etc.; $\overline{t}0$ ten dozen, $\overline{e}0$ eleven dozen, 100 a hundred, (i.e. a gross,) 200 two hundred etc.; $\overline{t}00$ ten hundred, $\overline{e}00$ eleven hundred, 1000 a thousand, (i.e. a great gross.) Any number can be converted from the tens system to that of the *twelves*, by dividing it and the successive quotients by *twelve*. The remainder, written in order, from right to left, will represent the number according to the *twelves* system. Thus; 7259 becomes 4$\overline{e}$28, which is read four thousand, two

hundred, two dozen eleven. This system appears very awkward and unnatural; but in reality, its nomenclature is simpler than the one we use; for in the latter the words "eleven," (for ten and one,) "twelve," (for ten and two,) "thirteen," (for ten and three,) etc., "twenty," (for two tens,) "thirty," (for three tens,) etc., do not bear their meanings on their faces so plainly as the words "a dozen one," "a dozen two," etc.; "two dozen," "three dozen," etc. By considering what would be the difficulties to be overcome in mastering this system, so as to make it as familiar and natural to us as the one we use, and how we would set about overcoming them, we will be the better able to appreciate what has been said in regard to teaching the common system. It is evident that all we would have to do would be to become as familiar with the new *measures*, or *denominations*, viz.: a dozen, two dozen, etc.; *a hundred*, (i.e. a gross,) a thousand, (i.e. a great gross,) etc., as we are with the old. As soon as we did this—as soon as the numbers represented by these denominations came as quickly and naturally to our minds, upon hearing their names, as now is the case with the denominations of the tens system—in other words, as soon as the definitions of the numbers became familiar, the new system would appear as natural and familiar to us as the old. By considering how much trouble it would take to do this—to form, for instance, quickly and easily the conception of the number a hundred, or the square of twelves, a thousand, or the cube of twelve, a million, or the sixth power of twelve, we can form some notion of how much labor and repetition it originally required for us to form clear conceptions of the same powers of ten in the common system. And we can perceive at once, that it is utterly impossible for a child to obtain these conceptions from the brief and meager definitions given in the Arithmetics. And when we remember further, the incapacity of children to understand definitions by their mere statement in words—a fact which no teacher can have failed to observe—it becomes evident that what I have already stated in regard to children generally not comprehending the definitions, must necessarily be true, even if we did not have experience to prove it. The only method by which it is possible to impart these notions to children, is by means of sensible objects; and this method not having been adopted in the books, (except to a very limited extent,) it of course follows that children cannot learn them. It is, of course, impossible to teach the significations of all the names of numbers, by means of sensible objects; but they can be very readily taught in this manner up to thousands, and by making the pupil thoroughly familiar with the signification of numbers to that extent, he gradually gets at, or, (to use an awkward expression,) *abstracts* the principle of the system, and is thus able to form conceptions of larger numbers. A child should never be taught to count beyond ten. Beyond ten, it becomes a process of addition and multiplication. For

instance, he should be taught that "sixteen" *means* "ten and six," and not merely that it is the consecutive number to "fifteen." He should learn to recognize "a hundred" as "ten tens," and not merely as ninety-nine and one. He should learn that the termination "teen," signifies "and ten," and that the termination "ty," (Saxon "tig,") means "tens," etc.

In teaching, we can make use of marks on the blackboard, or any other sensible objects. A thousand little soldiers painted red, and arranged in ranks of tens and hundreds, would, I think, meet the views of the little chaps about as well as anything else. An excellent substitute can be found in blocks of matches, such as are sold at two bits a thousand. These are made in square blocks of a hundred, containing each ten rows of ten matches each. My little pupils always consider themselves cheated, if I don't have some questions to ask them about the matches, and almost invariably remind me of it. A beautiful illustration of this system of teaching is given in that admirable little book, "Grandpapa's Arithmetic," by Jean Macé. The latter part of the book, I think, is entirely beyond the capacity of small children, but I think quite young children, if they were furnished with marbles, or something else to represent apples, and with the necessary bags, boxes, etc., could, with very little assistance, easily work out for themselves the chapters on Numeration and Addition.

This author is the only one with whose works I am acquainted, who appears to me to have comprehended the true system of teaching. I became acquainted with the work a long time after I had arrived at the views which I have endeavored to develop in this article, and as it is founded upon the same principles, I was more than ever confirmed in the opinions I had formed; and I cannot forbear the satisfaction of quoting in support of what I have written, the opinion of the author:

"For a long period," says he, "I have taught Arithmetic to young girls, who supposed they had learned it; and every time I commence with a new generation, I am filled with the same regrets, that, for the most part, they do not comprehend what they have learned, and that they apply the rules without being being able to explain them. * * * * A child should receive light with his first notions of Arithmetic. But, instead of this, one might almost say that a black cavern opens in his mind, and his dawning reason is benumbed with this study, instead of receiving an impetus from it. He learns to recite by heart formulas which convey no idea to his mind, and performs mechanically operations which he cannot explain—a fatal habit, which he carries into after-life, and renounces with difficulty. It springs from a radical vice in the method of the first instruction. * * * If my effort has not been completely successful, I hope some one will be found to make it so—for there is not the slightest doubt that this is the way that children should be conducted."

CHINESE SCHOOLS.

BY REV. A. W. LOOMIS.

The character of Chinese schools, and the kind of education which the Chinese receive, is a subject full of interest to the American teacher—indeed, to every person desirous of the dissemination of useful knowledge, and of the improvement of the race.

Education is the thing which is most prized in China. Literary men are most highly honored, and parents desire nothing for their sons so much as that they may have the advantages of the schools, and become learned. Parents make great sacrifices in order to secure for their sons the privileges of education; for this they toil incessantly, depriving themselves of many of the necessaries of life, and even mortgaging their little farms and houses, or pawning the clothes they have been wearing.

On the part of the children, we find also a corresponding diligence and ambition in study. The pupils labor on at their tasks, morning, noon and evening, day after day, month after month, and year after year. All this is well—the desire on the part of parents that their children become scholars, and on the part of the children, the anxiety to improve their opportunities, is in the highest degree commendable; while the regret is, that their system of education contains so little which is worth all this labor and sacrifice. Could our own school books be placed in the hands of the pupils in all the Chinese schools throughout the eighteen provinces; could they be put to studying history and science, instead of drilling perpetually on their classics, what an enlightened nation they would soon become!

So far as regards morality and political economy, there is much to be admired in the books which are studied in Chinese schools; they also contain many admirable rules for the regulation of social life and manners; their school books are free from such amorous stories and other exceptionable passages, as our students meet with in their Greek and Latin text books.

Their system of education is calculated to strengthen the memory, and to prepare it for almost any task in future life. It also disciplines the mind in a high degree, and prepares the person for close application and aptness in any business to which he may subsequently devote himself.

In China, education is confined mostly to the male portion of the population, and very few of the girls are afforded the privileges of learning. Schools, in China, are for the most part what we would term private schools. Families of wealth employ a private family tutor. Sometime five or ten families club together and employ a tutor; in other cases, the families on a certain street, or in a country neighborhood, engage a teacher, and assess the expenses equally on those whose children attend.

It is seldom we meet with a "school house;" a building expressly devoted to educational purposes, but some room of a private house is obtained and used as a school room.

For the benefit of more advanced scholars, the Emperor distributes money to a limited extent, to assist in the prosecution of their studies.

Boys begin study at the age of five or six, or later, according as they can be spared from home, and their parents can afford the expense of tuition. Worship and offerings before the shrine of Confucius, are always initiatory ceremonies; also, ever after, on entering the school room, the first thing required is a low bow before the shrine of China's chief scholar and patron of letters, and the second thing a low bow before the teacher, when he proceeds to his desk, and begins the tasks of the day.

The first exercise of the day is to stand with the back to the teacher, and to the text book, and repeat *verbatim* the lesson of the previous day. If the recitation is perfect, a new lesson is given—the pupil repeating it after the teacher until the teacher is satisfied that every sound is perfectly comprehended by the pupil. If the recitation was in the least imperfect, the lesson must be studied again.

After a few lessons have been learned, they have all to be repeated from memory; frequently the teacher requires the pupil to recite from the beginning of the book, and if he has forgotten anything, he is put back; and when a chapter or book is completed, that whole chapter or book has to be "backed," and unless the pupil has it to *perfection*, he is not allowed to take new lessons.

Writing is a part of each day's exercise. The pupil is taught to trace the characters, and when he has thus become expert in the use of the hair pencil, he is required to write down portions of his lessons from memory.

The hours of study are from early morning until breakfast, from breakfast till noon, and after dinner until supper time. Most pupils also carry home their books and study at night.

The first two or three years are spent in nothing but just learning to call the names of the characters, or, as we would say, the names of the words. Afterward, the preceptor begins to teach the meanings of the words, and to explain the books according to the commentaries which have been written on them. The teacher also begins to train his pupils in composition, so that they may by and by be prepared to write out essays for the examinations.

Scholars in these schools learn to write letters; that is, they learn to copy the forms, for the Chinese have "approved letter writers," in great variety; but Chinese schools make no attempt to furnish a commercial or business education. These matters, however, are speedily learned by Chinese youth when they are put to business.

Thus we see that these schools are remarkable for their system of close, unremitting, and long continued application—also for thoroughness; and if they only had proper books to study, what funds of knowledge the student might accumulate during all those long years of close application.

Perhaps the most interesting feature in Chinese education is the public examination. Our University examinations correspond somewhat with them.

The lowest examination consists of the scholars of a district or town, who assemble, perhaps, yearly, in a public hall set apart for the purpose, under the supervision of the district magistrate and a literary officer called the "corrector of learning." The candidates have themes handed them, and they write essays upon them. In writing these essays, those who exhibit the widest extent of learning with the best style of composition, pass as the best scholars. The chance of success, however, is slim; for, as in one instance of which we have heard, only twenty-seven obtained the coveted honors out of four thousand candidates. The names of the successful candidates are posted on the walls of the magistrate's hall, and they are honored as men "having a name in the village."

Those who have won honors at the district examinations, may be candidates for the department examinations, and if successful here, their names are posted as men "having a name in the department." Each succeeding examination is more rigorous than the former, and conducted by higher officers, and with more ceremony.

Those which we have named are preliminary to the third trial for the degree of *siutsai*, or, as some have termed it, bachelor of arts. This examination is held at the capital of each province, and conducted by the literary chancellor, assisted by other officers. This is a yearly examination, and those who obtain the degree become honorable in their neighborhood. They are elevated above the common people, are protected from corporal punishments, may wear some badge of their honor, and may be candidates for the next degree—that of *ku-jin*, or promoted men. The examination for this degree is held tri-ennially, at the provincial capital, and is conducted with extreme rigor. The candidates are carefully examined, to see that no memoranda of any kind, or miniature copies of the classics, are concealed about their persons. Themes are given them on different subjects, and each individual is shown to his narrow cell, and no communication allowed with other parties until he has completed his task, or until the expiration of a given time.

The number of contestants for this honor may be from five to eight thousand in each province. The motives to success are very strong. Besides the ambition to be renowned as a scholar, with the ordinary honors and privileges, there is the fact that the civil officers are selected from amongst those who have passed

their examinations successfully, and won the degree. For many years, however, there has been complaint of bribery; and there are degrees which money may purchase, and which entitle the possessor to many privileges, and prepare the way for advancement in office.

So unquenchable is the desire to succeed at these examinations, and to obtain the degrees, that men continue to strive for them, year after year, even to old age; and there have been instances of father, son and grandson attending the same examination and contending for the same prize. And this is a distinguishable feature in the Chinese student, viz: his perseverance, and the frequent review of all his former studies.

There are two more examinations with their corresponding advanced degrees, but we will not now speak particularly respecting them.

We have in San Francisco several Chinese schools. The parents or guardians consider it important that their children begin the study of the Chinese characters early in life, for they feel that the acquisition is so difficult, that unless it is commenced early, and pursued with energy and continuously, there is little hope of success.

If China, with her many hundred millions of people, could be persuaded to throw away all her treasured literature, with her system of hieroglyphic writing, and would adopt the English language, and thus enter into the treasures of knowledge to which this medium would give them access, what a revolution would be wrought amongst a people who are computed to be the one-third of the earth's inhabitants!

The desired revolution has been already commenced. Some hundreds of youth in China, and some in this country, are beginning the study of English; while the whole body of Protestant missionaries in China, are hard at work, translating into their language school books, histories, medical and other scientific works, and are giving to the whole Empire the Word of God, and many books and tracts on religious subjects.

Hitherto, few women have enjoyed the privileges of education. There must be reform in this respect. The women must be educated, or the nation cannot be elevated to the position occupied by the Christian nations of the West. In all the Protestant Mission schools in China, as much attention is given to the instruction of females as of the males.

The college recently established at Pekin by the Emperor, in which educated men of Western nations are employed as professors, is an event of great importance. Some of the best Chinese scholars, that is, foreigners who understand Chinese, are now employed in translating our text books into the Chinese language, for the use of this college or university. Candidates for admission to the privileges of this institution will be sub-

jected to a previous examination, and only such as are already well advanced in the learning of their own schools, will be admitted to the privileges of the new imperial college.

CO-EDUCATION OF THE SEXES.

Notwithstanding all that has been said and written in regard to the restraining and refining influences which the presence of girls in a school room throws over the boys, and the ennobling qualities which boys in the same class with girls have in developing a purer and nobler character in woman, yet there exists a prejudice in all of the great cities of the Union against the co-education of the sexes, which is increasing with our increasing wealth and population.

In the sparsely settled districts in the country, where boys and girls are under strict discipline and government at home, and where there is not a sufficient number of pupils of either sex to organize a well graded school, it may be necessary for all to attend in the same building. But in a large city like San Francisco, where many of the children receive much of their daily education in the streets, and within the sight and under the influence of infamy and crime, parents have objections to placing delicate and refined daughters in the same class with rude and depraved boys, which all the beautiful theories of the optimist cannot overcome.

Boys require a different kind of education and government from girls, to make them manly and fit them for the sterner and more eventful duties of life. While it may be true that the sphere of women is as important to the happiness and prosperity of society as that of men, yet their duties and responsibilities are so different, that the instruction suitable to the one is entirely unfit for the other. In consequence of the strong opposition urged by many against our public schools, on account of teaching boys and girls together, I urged the Board of Education, in 1864, at the opening of the Denman School in the new building, corner of Bush and Taylor streets, to try the experiment of teaching them in different rooms. This change was so popular with the parents sending their daughters to the public schools, that upon the completion of the Lincoln building, the Board of Education organized the Rincon and Denman Schools exclusively for girls, and transferred the boys to the Lincoln School.

While this separation of the boys and girls into different schools has been opposed by a few, who think that the highest type of manhood and womanhood can only be developed by the co-education of the sexes, yet it has received the commendation and approval of nearly every parent and teacher interested in the prosperity of our public schools.—[*Supt. Denman's Report.*

NEED OF ORTHOGRAPHICAL REFORM.

IT is stated that, with a party of journalists recently entertained by the Union Pacific Railroad Company, "spelling was a favorite amusement; and, in that collection of wits and scholars, some of the brightest showed themselves very uncertain in spelling the vernacular. One gentleman of long experience, a graduate of Princeton College, and a bright light in the literary circles of Boston, went out of the contest with plumes bedraggled and spirits broken. Five other gentlemen, one of them a distinguished member of Yale, were all floored together by one word."

In reading this paragraph, the thought naturally presents itself, how irregular, and how difficult to acquire, must be our orthography, when even men of the highest literary attainments have not thoroughly learned it; and the question arises, whether there is not some method of rendering it more simple. May there not be some truly phonetic system brought forward and introduced, which shall take the place of the present difficult mode of spelling.

In our language, there are not less than forty-one elementary sounds, which are represented by only twenty-six different characters. This renders it necessary for some of these characters to represent several different sounds. Besides, one letter is frequently made to represent a sound which properly belongs to another. Yet this is not all; quite a large proportion of our words contain one or more silent letters in their orthography, having thus more characters than sounds, as witness the word *eight*; two sounds with five letters. In fact, the pronunciation of a word has very little to do with the sounds of the letters it contains, and we are not surprised that many of our best instructors now teach by what is known as the word method, the word being written for the pupil to look at and remember as he would a face, no attempt being made to teach the child the powers of the letters composing it, but simply *that they stand for it*.

It is indeed a work of years for any one to become even a tolerable speller, and the teacher is met at the very outset by discouragements, in the education of those committed to his care. Perhaps not a day passes in which those who have charge of the primary classes in our schools do not feel disheartened on account of the unnecessary labor thrown upon them by our present system of orthography; consequently, among teachers everywhere, there is a sense of the necessity of a change in this particular.

Let a child learn the forms and names of the letters *b* and *a*; explain to him the sound of the former, and the long sound of the latter; pronounce them repeatedly, having him do the same; then have him combine the two, pronouncing the syllable formed by the combination. He will comprehend it in an instant, and

after learning the letter *e* he will be able to pronounce the syllable *be*, and will immediately become interested, and continue so as long as words are given him in which the sounds of the letters correspond to the sounds given them in those words. But go back to the first two letters numbered; have him pronounce the combination *b-a-l*, and he will do so, giving to *a* its long sound; tell him that is not correct, and pronounce it correctly for him; he will look surprised, and after a few more instances of the same kind will become discouraged, and this is the beginning of difficulties with which both he and his teacher have to struggle week after week, month after month, and year after year, and even then they are not fully conquered.

Think of the number of sounds each letter is made to represent; the multitude of silent letters on every page, and the irregularities in so many words. What an undertaking to learn all! What an almost intolerable drudgery to both teacher and pupil! Can we wonder that the Frenchman, after endeavoring in vain to pronounce correctly in succession the words rough, dough, plough, through and trough, concluded that to pronounce an English word *right* was *wrong*, and that to pronounce it *wrong* was *right*.

These things call loudly for a change. Had we an alphabet containing a letter for each sound in the language, each having its name corresponding with its sound, and allowed to represent *only* its own sound, how easy the task of learning to spell and pronounce, and how soon accomplished, in comparison with the present time and labor required. What an amount of dictionary reference for pronunciation would be spared, and how much more correctly would the words of our language be spoken. Very few even of our educated men give a correct pronunciation to every word in the language. A truly phonetic system of spelling would do away with this, for each word would bear its true pronunciation upon its face, and there could be no doubt about it. In fact, the practical benefit that would arise from introducing such a system is incalculable.

Any such systems that have been brought before the public, as yet, seem not to have met with general favor, either from some defect in themselves, or from the difficulty apprehended in bringing them into general use. But this is a practical age, and we are a practical people, and discoveries are every day being brought to light and new inventions introduced. Why may not something of this kind also be invented which shall prove satisfactory? And when such shall be the case, the people will receive and adopt it as soon as they shall have had opportunity to test its availability. But little time would be required for teachers to learn it, and a provision might then be incorporated into the school laws of the different States, requiring that every teacher should understand it before receiving a certificate, and

that before receiving his pay he should give satisfactory evidence that he has devoted a specified time to drilling the whole school in it. In this way the youth of the land would learn the system, and many who have been long out of the schools would catch it from them. Having once become acquainted with it, they would soon begin to use it, and in a few years the present method of spelling would pass away, and be thought of much as we now think of the old stage-coach and flat-boat methods of traveling and transportation.

Then let every friend of the cause of education interest himself in devising a phonetic system of spelling, and among so many some one will surely succeed in producing one which will prove satisfactory; and, although such as have passed a certain period of life may not adopt it, the rising generation will, and ever afterward remember the inventor as a public benefactor.—[*Indiana School Journal.*

THE NOMINAL SCHOOL AND THE SCHOOL OF THE WORLD.

More or less conscious in the minds of a large class of intelligent people, there exists a spirit of criticism, which prompts the drawing of comparisons between the importance respectively of the nominal school and the school of the world. Said a fair representative of this class—a New York financier of high standing in business and social life, one who, in early life, had had but scanty experience of the nominal school—whose education had, indeed, been almost entirely acquired in the school of the world, a man of refined manners and good conversational faculty—to one who had been lauding the nominal school to the disparagement of the school of the world: "Without going to school, one may learn all that is necessary to fit him for the duties of life. He may learn to speak and write correctly without becoming acquainted with the rules of grammar or rhetoric or logic. The public journals, from among which one has the right to choose; the rostrum, the stage, the picture-gallery, science, art, the great world itself,—all are at the command of a man's pocket. Men meet, and their minds collide and give one another polish; or commingle and multiply facts and opinions, to the enlargement of the views of each mind, and the attainment of truth by the general mind. And what becomes of your graduate after his year of study in the schools? He is shut up. He is shut out from the world, unacquainted with the world, exercising little influence in directing and controlling the affairs of the world. He is not what the world needs. He has not fitted himself for the world. In many cases *he becomes a mere teacher of boys.*"

To what extent the concluding remarks spring from that spirit of jealousy which exists in the mind of the business class for the

schooled class, is for the observer of human nature to decide. The final remark will, perhaps, serve only to show in what estimation a wealthy and intelligent man of business may hold the hard-working class composed of teachers. That the speaker uttered some truth, will no doubt be clear enough to any one.

The important fact to which he called attention, was this: that a man may, without going through the nominal schools, become fitted to fill gracefully some of those spheres wherein the highest intelligence is requisite. The world knows precisely what it wants in order to its highest advantage, so far as convenience is concerned; and schooling in the world tends to fit a man to supply the want. The schooling of the world and the schooling of the nominal school, differ chiefly perhaps in this, that the nominal school teaches the pupil principles for their own sake; the world, for the sake of applying the principles to the world's use. The pupil of the nominal school looks over the world for the sake of knowledge; the business man for the sake of knowledge, calculation and execution. In mathematics, metaphysics, and other sciences, the pupil of the nominal school may find an opportunity for mental gymnastics other than what relates to the memory. But he engages therein either under compulsion, emulation, or love of study—motives that singularly fail with a large class of pupils. The business man has not only these motives, but the additional motive of securing wealth and position.

There is no doubt that the man nominally schooled has an original advantage over him who is not so schooled. Let the two enter upon active life at the same time, the one schooled, the other unschooled—the two being equally gifted by nature and blessed in circumstances, and equally practical—and we have no doubt that the schooled man would excel in the race. He would have a superior consciousness, such as would enable him more readily to recognize and classify what his eyes would rest upon; and a training such as would prepare him better for calculation and enterprise.

Yet the man who has been schooled in the world, is better prepared for immediate action in the world; and therein a man may be so schooled, without the advantages of nominal schooling, as to be fitted for the positions which, in the eyes of the world, are of primary importance—positions that require broad intelligence and a high order of intellect, and which, accordingly, command the highest respect.

It is clear that the world not only develops in the mind, to a much greater extent than does the nominal school, most if not all of the principles that are taught in the latter, but it really does more. It teaches much that the nominal school does not teach—principles and practices that are essential to the convenience of the world; and it is a question of the utmost importance whether it is not really so outstripping the nominal school in

effectiveness that intelligent parents will come to consider it expedient to shorten their children's course of nominal study, in order to hasten their entrance upon the sphere where they may learn more of what is essential to success, in a briefer period of time.

It is no doubt true that the world is now in a condition to teach nominal teachers what to teach; to suggest a reformation of vital importance in the character of the curriculum of study.

The fact that the world has been self-taught, and that almost wholly unconsciously, is in favor of the suggestion that our teachers should learn from it what to teach. They may look upon it as the naturalist looks upon nature—not to teach, but to learn.

The school holds a high position in the esteem of men; but it stands before the world in the mediæval gown that commands reverence more for its mystery than because it is understood. It has made and is still making progress; but notwithstanding its progressiveness, it has clung to tradition and prejudice, and has settled down too much in dead mechanism. It still regards the puerile as essential; formality as the sign of intellect; nominal study as the badge of exclusiveness; the grave clothes of the past as becoming habiliments for the outdoor business of the living present.

It is when things are in such a state that reforms come. The signs of the times denote that a reform in matters pertaining to the nominal school is at hand. Some schools are anticipating the reform, and are beginning the work themselves. We believe they will find ample recognition and support.—*American Educational Monthly.*

HISTORY: HOW TO TEACH IT.

History may be taught with one of two objects. The story may be read as one would read an interesting narrative, or work of fiction. The actors come, perform their parts, and then disappear—to be followed by others who will, in like manner, perform their parts. Nations may be born, may grow, conquer, and be conquered; battles may be fought and won; thousands may be slain, tens of thousands reduced to slavery; and yet these things may pass before the mind as a panorama, without date or place, with no logical connection, no lesson whatever in them. History, so received, can be little better, if any, than pure fiction. The facts, as actual causes and effects, as the actual teaching by example, are not rightly impressed upon and appropriated by the mind. They do not instruct nor strengthen. They rather dissipate and weaken.

Or history may be received in another way. The story is of realities. The actual life of a nation is depicted. Every fact

has a place in geography, and every incident a position in chronology. The statement is welcomed with just that kind of relish to the lover of history that the mathematical deductions bring to the mathematician. The truth, with its two identifications of time and place, is as much prized by the one, as the truth, with its supports of axioms and demonstrations, is regarded by the other. A knowledge of history, thus acquired, cannot fail to be useful, permanent and available.

I have found in my experience, that the teacher who provides his pupils with a small text-book, takes the first step towards success. This is true as regards all subjects taught, but particularly so as respects history. And the teacher who prefers to have no book at all rather than one of bulky dimensions, is wiser than he who selects for his pupils the volume of large size. When, therefore, the aim is to impart a limited knowledge of history, or that knowledge, in kind and quantity, which will give the pupil a desire and determination to acquire more, a small book containing a clear and methodical outline of the subject, should be put into his hand. One can explore a valley - its woods, glens, lakelets, and streams - with much more intelligence, accuracy, and rapidity, after he has been to the top of a neighboring mountain, and looking down upon the whole scene, comprehended the outline of the whole region he is about to enter.

One of the prerequisites of success in teaching history is that the instructor should have a fuller knowledge of the subject than can be obtained from the school-book only. He ought to be familiar with the story in its completeness, as told by one or more of the best authors, and thus be enabled to use the text-book as it ought to be used - not as sufficient in itself, but as an aid in his hands. Any teacher who is content to know no more than can be gleaned from the small class-book—who is satisfied to be no wiser than those whom he is called upon to teach - who is willing to teach *all* he knows and there stop, is certainly out of place in the class-room, is a disgrace to the profession, and ought to be compelled to seek some employment in which he could gain an honest living. And any teacher who undertakes to teach history, or any other subject, depending *entirely* upon the school-book, will do as thousands have done before—utterly fail.

Having said thus much, let me mark out a plan—my plan—for teaching history:

1st. A lesson is assigned the class, which is at once read with as much care as the regular reading lesson, *all th proper names bring carefully and correctly pronounced.* Should the teacher neglect to attend to the pronunciations in this timely way, his pupils will, in most cases, contract habits of mispronouncing, calling Charlemagne (*shar'le-mahn*) Char-le-mag'ne, Genoa (*jen'o-a*) Ge-no'a, Powhatan (*pow-hat-an'*) Pow-hat'an, and falling into hundreds of kindred errors, which can only be subsequently

corrected, if at all, by much labor. It is much easier, we all know, to go right when one is *started* right, than it is to get right and keep so after the wrong habit has been put on. In addition to the lesson found in the book, the instructor should, as he may see fit, offer such information, verbally and briefly, as the subject may require. This, probably more than anything else, will tempt the learner to seek in larger volumes for still further information.

2d. In giving out the lesson, let the map showing the location of the places mentioned be assigned, to be drawn by all the pupils of the class. The practice of drawing maps, as here indicated, deserves to be commended. It is one that will insure certainty in the acquisition of that part of historical knowledge which gives to the other parts a large share of their importance, and which gives to the places of history their great interest. The teacher, or one of his scholars, ought to draw on the blackboard, with a free hand, one or more maps, showing the location of the places mentioned in the lesson. This, after a little practice, can be done in a very few minutes. More can be taught, and often better, through the eye than in any other way; and it is true that an interest can be awakened by delineating on the blackboard the march of an army through a country, which could not be aroused by the unassisted narrative.

It is certain that no historical fact can be fully appropriated by the mind without being associated definitely with place. Can the mind be said to know that Cæsar crossed the Rubicon, without knowing whether the Rubicon was a lake or bay, a country or a river, and then getting an idea of its situation? But let the river be seen on a map, forming—during the time of the Roman republic—the boundary between Cisalpine Gaul and Italy, and flowing into the Adriatic; and then we can clearly see Cæsar approaching from his province on the North, pausing upon the banks of the stream, and then, with an air of stern resolve, plunging into the water, exclaiming, "The die is cast!"

I once visited the school of a friend, happening into his most advanced class while he was hearing a lesson in history. After the recitation, I accepted an invitation to put a few questions to the class. The examination that followed was something like this: *Question.* Can you give me an account of the battle of Bunker Hill? *Ans.* Yes, Sir.—*Question.* Well, before you commence, I should like to have you tell me *where* that battle was fought. *Ans.* (with some hesitation, and an interrogative intonation.) At Charleston.—*Question.* Where is Charleston? *Ans.* In South Carolina.—*Question.* Will you please, now, give me an account of the battle? In the course of the narrative that followed, it was stated that, during the battle, the British set fire to Charleston by means of shells thrown from Copp's Hill, Boston. (A shell fired from Copp's Hill, Boston, setting fire to the city of Charleston, South Carolina!) Here a serious defect

in teaching was certainly made manifest. The geography had been neglected.

3d. We will now suppose the class is before the teacher, ready for recitation. His first business is to examine the maps. These he criticises and commends, awarding credits or places according to merit and custom.

4th. In hearing the lesson the teacher should stand—not sit—without any book whatever in his hand, so that he can look straight into the eyes of those he is questioning, and thus be in full sympathy with them. He should have such a grasp and knowledge of the subject as to enable him to put questions without reference to those in the book, and as circumstances may require. I would not entirely ignore the questions in the book, but would not depend upon them to any considerable extent. They are there not so much to aid the teacher as the scholar. Their chief office is to point out and call attention to important facts. The teacher who depends upon certain set questions, will find, when the day of examination comes, that he has been cramming words into his pupils rather than imparting facts and thoughts, and in this way feeding their intelligence.

5th. The geography of every place mentioned in the lesson should be well understood.

6th. The lessons of a period should not be considered as completely mastered until they have been reviewed chronologically. In assigning a period or association of events to be reviewed thus, two things are to be avoided: The pupil should not be required to learn dates unassociated with the narrative, nor should any system of mnemonics be employed which requires the use of facts or statements not belonging to the history. In the one case the mind is burdened with useless lumber to the over-tasking the memory; and, in the other, it is confused with a multiplicity of facts, perhaps of little or no importance. A few prominent events should be selected as stand-points, from which, on the one side, may be seen a train of causes; and, on the other, a series of effects or consequences. In this way, whatever is really important will be readily remembered and judiciously appropriated.—*Michigan Teacher.*

COMMON-SENSE AND SHORT-HAND.

There is probably no subject of equal importance, and that is so frequently brought to the attention of the public, about which so much popular ignorance and misapprehension exists, as that of Stenography, or Short-hand; the prevalent belief being that it is a system of writing in which an innumerable number of brief arbitrary characters are used—one, in fact, being assigned to each word in the language, as well as to each phrase or group of words that may be of frequent recurrence. And so it is commonly supposed, too, that a Stenographer, or Short-hand writer, is a person endowed with peculiar natural gifts, and

possessed of a prodigious memory and a most dogged and persistent perseverance, who has, after years of frightful toil, mastered this mass of hieroglyphics and got them at his very fingers' ends. And this notion, absurd as it is when made a matter of reflection, has even found its way into all our dictionaries, where we have given us definitions of these words that are not merely inaccurate, but wholly and radically false. The system of short-hand that has been, we may say, universally adopted in this country, is Phonography, and, therefore, we need mention no other while speaking of the general subject of Short-hand. To show how far from the truth this accepted idea of Stenography is, we have only to give a general statement of its real nature. Phonography, instead of being an incomprehensible, arbitrary system, is really much more entitled to be called *alphabetic* than the common long-hand; because, being entirely phonetic, it does perfectly and fully that which is attempted to be performed by the ordinary long-hand alphabet, but which it fails to do from not having enough signs, characters, or letters—it matters not what you call them—namely, the representing of each of the forty odd sounds of the language by a sign of its own, so that writing shall be to the eye exactly what speech is to the ear.

In the English language there are twenty-four consonant sounds; so Phonography represents them with twenty-four signs, instead of eighteen, as in the long-hand alphabet—omitting the duplicate letters, *c*, *q*, and *x*. There are also some twelve distinct simple vowel-sounds, and four diphthongs or double vowels; and for each of these sixteen, too, Phonography has a distinct representative, instead of cruelly torturing the miserable little quintet, *a e i o u*, into performing the entire service.

The public seem to be in a pretty general muddle about these simple facts, and the meaning of the terms "phonetic," "phonographic," "sound-writing," "writing by sound," etc. And even the distinguished gentleman who acted as counsel for the President on the late impeachment trial, our present United States Attorney-General, appears to have fallen into the ordinary errors on the subject, as is shown by his examination of the stenographers who were called on the trial to swear to their reports of certain of Mr. Johnson's speeches. On the cross-examination of Mr. James B. Sheridan, by Mr. Evarts, the printed official report shows the following questions and answers to have been given:

"Q. You have produced a note-book of original stenographic report of a speech of the President? A. Yes, sir. Q. By what method of stenographic reporting did you proceed on that occasion? A. Pitman's System of Phonography. Q. Which is, as I understand, reporting by sound and not by sense? A. We report the sense by the sound. Q. I understand you report by sound wholly? A. Signs. Q. And not by memory of or atten-

tion to sense? A. No good reporter can report, unless he always pays attention and understands the sense of what he is reporting. Q. That is the very point I wish to arrive at; whether you are attending to the sound and setting it down in your notation, or whether you are attending to the sense and setting it down from your memory or attention to the sense? A. Both. Q. Both at the same time? A. Yes, sir. Q. Your characters are arbitrary, are they not; that is, they are peculiar to your art? A. Yes, sir. Q. They are not letters? A. No, sir. Q. Not words? A. We have word-signs. Q. But generally sound-signs? A. We have signs for sounds, just as the letters of the alphabet represent sounds."

Now, we believe that if Mr. Evarts were called upon to explain what he meant by these questions, he would be very much puzzled to give an answer. If he meant anything, he meant that, according to his understanding of the subject, it makes no difference to a phonographic reporter whether he is taking notes of a Chinese gong, a clap of thunder, the noise of a pack of artillery, an Indian pow-wow, a discourse in Arabic, or a speech of Webster! Had the learned counsel shown such a want of knowledge of the principles of chemistry or of mechanics as he did of short-hand, he never would have heard the last of it. We should be a little careful how we smile at and pity the ignorance of our ancestors because they could not read, and made their marks with their sword-pommels; for we, too, may need a little indulgence from our posterity. Once it was fashionable to know nothing of long-hand; now it does not injure a man's reputation for learning to be ignorant of short-hand.

Mr. Sheridan told the exact truth when he said no one could report unless he paid attention to, and understood the sense of what he was reporting. And this fact should always be borne in mind by those who have occasion to employ short-hand writers. If it were thoroughly understood that no stenographer could make a good report of anything that he did not understand, there would be less cursing of stenographers for unskillful work, and the fault would be laid where it generally belongs, on the head of the writer. When a man needs a physician or a lawyer, his anxiety is to secure the services of a skillful one; but when a newspaper editor or a lawyer wishes a stenographer, he makes very little discrimination—any one who calls himself a short-hand writer, without regard to his experience or competency, stands about an even chance with the long practiced and thoroughly competent. And when the useless, or worse than useless report is sent in, the whole craft, their art and all, catch the anathemas of the victim. One of our veteran New York editors, not long since, when his patience was exhausted by the failures of an inebriated reporter, to whom he was endeavoring to dictate a speech, finally gave expression to his feelings in the remark, "What's the use of Phonography?"

Probably the easiest kind of reporting, and the one that demands the least care in the selection of the stenographer, is that of political stump-speaking. Ordinary law reporting is generally easy to those who understand it thoroughly, and have had considerable experience. There are, however, but few, even of the professional law reporters, who can make a good report of a patent suit, especially if the Renwicks are called as experts in it. But the most difficult of all reporting, and the one that requires the greatest amount of special training, is that of scientific lectures and conventions. There are probably not over four or five reporters in New York who can always be relied upon in this latter kind of reporting; and we think we give expression to the opinion of the entire profession itself, when we say there is but one (Mr. Henry M. Parkhurst, himself a scientist) who is a perfect master of it in all its branches.

These are facts that are worthy of the attention of all who have reporting to be done, and especially of the city editors of our metropolitan press.—*Phonographic Advocate.*

PUBLIC SCHOOLS IN THE EASTERN STATES.

NEW YORK.

DURING the last year the expenditures in the State of New York for the Common Schools were as follows:—for teachers' wages, $5,586,546.42; for libraries, $26,926.48; for apparatus, $234.382.34; for colored schools, $64,765.58; for school-houses, sites, repairs, furniture, etc., $2,166,566.22; for all other incidental expenses, $930,640.61; total expenses, $9,009,827.65. There were children of school age, 1,464,424; children attending school some portion of the year, 971,512; male teachers, 5,883; female teachers, 21,870; school districts, 11,731; school-houses, 11,673; volumes in district libraries, 1,064,229.

MASSSACHUSETTS.

IN 1867 the appropriation for educational purposes in Massachusetts exceeded that of any former year, and it seemed even to the most zealous friends of education that the highest point of taxation had been reached; but the amount granted in 1868 was $2,635,774, which is an increase over the year 1867 of $280,268, —about ten dollars for every child in the State between the ages of five and fifteen, and nearly one dollar more than last year. The amount paid for the erection and repairs of school-houses, during the same time, was $1,495,573.

PENNSYLVANIA.

THE number of school-districts in Pennsylvania is 1918; schools, 13,666; directors, 11,698; superintendents, 75; teachers, 16,771; pupils, 800,515; cost of tuition, building, contingencies, $6,-118,675.19; total cost, $6,200,537.96; value of school-property,

$10,556,765. The increase in the average attendance of pupils in 1868 over that of 1867 is 23,786, while the increase in 1867 over that in 1866 was only 1,488. About $2,000,000 were spent in 1868 for new buildings.

MAINE.

By the returns, as made to the Superintendent of Public Instruction, the number of persons between the ages of 4 and 21 years is 225,200. For 1858 the returns give 241,883, showing a decrease in 10 years of 16,683. This decrease is, however, judged to be apparent rather than real, and is attributed to lack of fidelity in officers making the returns.

CONNECTICUT.

The State has a school population of 123,650 children; with 1645 public schools, and 2177 teachers; and expended last year over $962,000 for schools.

MICHIGAN.

The public schools of Michigan are in a flourishing condition. In all parts of the State the old, inconvenient school-houses are giving way to larger and very superior edifices. The number of children reported in the school census for 1868 is 353,594; reported as attending the public schools, 249,920. The total revenue for primary school purposes for 1868 was $2,481,078.68. There remain of the primary school lands, unsold, 490,461.70 acres.

ILLINOIS.

There are in Illinois 10,381 public school-houses, 10,705 schools, and 19,037 teachers. Number of children between the ages of six and twenty-one, 826,820; number attending schools, 706,780. Amount expended by the State for school purposes during last year, $6,430,881.

By the act of February 8th, 1867, the Normal University was declared a State institution, and all the property, real and personal, held by the Board of Education in trust for the University was declared to be the property of the State of Illinois. Its management is continued under the supervision of the Board of Education. The good it has accomplished leaves it without an enemy, and lifts it above criticism. It is chiefly in supplying the exhaustless demand for teachers in the common schools that the University finds its greatest usefulness, and the State will doubtless continue to extend to it the encouragement which it has hitherto afforded.

The Legislature, by an act approved February 28th, 1867, established the Illinois Industrial University, in compliance with the act of Congress, and fixed its location at Urbana, Champaign County—that County having donated the building and grounds deemed necessary by the State to put the institution on a proper footing. The University was formally opened in March, 1868, and has in regular attendance 610 scholars.

MISSOURI.

ABOUT half as many school-houses have been built in one year in Missouri as were built in forty years from 1820 to 1860; and the active interest of the people in the subject of education continues to increase. The number of children between the ages of five and twenty-one years is 544,664, of whom 510,183 are white, and 34,481 colored. The number of teachers employed is 7,100, and there are 6,040 public school-houses. Teachers' institutes exist in almost every county of the State.

The permanent school fund now consists of Missouri six per cent. bonds, $20,000; United States Bonds, $1,669,760; total, $1,689,760. The interest received in gold on the United States bonds has amounted to $92,793. This gold has been sold for the aggregate of $130,991.25 in currency, of which the sum of $92,793 has been distributed to the counties for schools, being 6 per cent. on the original investment, and $38,196.25 reinvested in United States bonds.

THE school fund of Indiana amounts to $8,250,341 36.

MINNESOTA has a population of 450,000 and 82,000 school children.

THE Public Schools of New York city cost nearly three millions of dollars, in 1868.

[THOSE who favor and those who oppose *woman's getting a degree* will find enough merit in the following lines to repay perusal. Those who favor the reformatory measures of the day can take the first stanzas. Stopping there, they will be supplied with a witty argument. The objectors will be disposed to exclaim, *Plaudite*, further on. Remarkable poem—does what few men can do, pleases both sides:—therefore its insertion is not a breach of the neutrality of this journal. Besides both parties in the discussion of "the woman question" have asserted and maintained the rights of belligerents.—ED. TEACHER.]

O WHY SHOULD A WOMAN NOT GET A DEGREE?

ON FEMALE GRADUATION AND LADIES' LECTURES.

AIR—"*Argyll is my name.*"

YE fusty old fogies, Professors by name,
A deed you've been doing of sorrow and shame;
Though placed in your Chairs to spread knowledge abroad,
Against half of mankind you would shut up the road:
The Fair Sex from science you seek to withdraw,
By enforcing against them a strict Salic law:
Is it fear? is it envy? or what can it be?
And why should a woman not get a degree?

How ungrateful of You, whose best efforts depend
On the aid certain ladies in secret may send:
CLIO *here* writes a lecture, URANIA *there*,

And more Muses than one prompt the Musical Chair.
CALLIOPE sheds o'er the Classics delight,
And the lawyers have meetings with THEMIS by night;
Yet if VENUS de Medici came even She
Could among her own Medici get no degree.

In Logic a woman may seldom excel;
But in Rhetoric always she bears off the bell.
Fair PORTIA will show woman's talent for law,
When in old Shylock's bond she could prove such a flaw.
She would blunder in Physic no worse than the rest,
She could leave things to Nature as well as the best;
She could feel at your wrist, she could finger your fee;
Then why should a woman not get a degree?

Your tardy repentance now seeks to supply
What your jealousy formerly dared to deny.
You would open a byway where women may *pass*,
And by which, if they can, they may climb to a *class*.
But you wish them to show intellectual riches,
Such as only are found with the wearers of breeches;
So if I were to marry, the woman for Me
Shouldn't try for a Class, or desire a degree.

Your Lectures for Ladies some fruit may produce—
For a Course of good lectures is always of use;
On a married Professor your choice should alight,
Who may lecture by day—as he's lectured at night.
And allow me to ask, what would Husbands become
If they waren't well lectured by women at home?
When from faults and from follies men thus are kept free,
There surely the woman deserve a degree.

Yet without a degree see how well the Sex knows
How to bind up our wounds and to lighten our woes.
They need *no* Doctor's gown their fair limbs to enwrap,
They need ne'er hide their locks in a Graduate's cap.
Then I wonder a woman, the Mistress of Hearts,
Would descend to aspire to be Master of Arts:
A Ministering Angel in Woman we see,
And an Angel should covet no other Degree.

—[*Blackwood's Magazine.*

OBJECT-LESSONS FOR SMALL CHILDREN.

CHALK.

What is this? A piece of chalk.

Where does chalk come from? From the earth.

To which of the three great kingdoms does it belong? To the mineral kingdom.

Why? Because it is an inorganized substance dug out of the earth.

What is the meaning of inorganized? Without organs of life.

Name something that is organized, and tell me one of its organs. Animals are organized, and the heart is an organ.

Can you tell me what those places are called out of which chalk is taken? Chalk pits.

Is chalk a natural or an artificial substance? Natural.

Why? Because God made it.

Tell me something else about it. It is opaque.

What do you mean? We cannot see through it.

Is it solid or liquid? Solid.

Why is it not liquid? It will not form into drops.

What is its color? White.

You have told me that silver is bright; is chalk bright, too? No, it is dull.

See how easily it breaks! Yes, it is brittle.

Take a piece in your hand, and smell of it. It has no smell.

What would you say if it had a smell?

We would say it was odorous. Well, *inodorous* is the word which means without smell; so chalk is—what? Inodorous.

Put it to your tongue, and tell me what you observe. It sticks to the tongue.

Rub it. It crumbles.

Yes: repeat in concert, "Chalk is crumbling."

Have you ever seen chalk used? Yes: it is used to write on the black-board.

What quality makes it useful for this purpose? That of being crumbling.

Now, repeat in concert, all the qualities of chalk, and its use.

Qualities—Mineral, natural, opaque, solid, white, dull, brittle, inodorous, crumbling; it sticks to the tongue.

Use—To write on the board.

Now, children, I am going to ask you a question, but you are not to answer it to-day. I want you to think of it, and ask your friends about it, so that you may be prepared with the right answer to-morrow.

Is chalk found in the earth in the shape of these nice little sticks?

ULTIMATE ATOMS.—Dr. Merrick, writing in the *Journal of Chemistry*, has brought out some curious facts touching the divisibility of matter. Scientific men have long been accustomed to speak of the "ultimate atoms" of which bodies are composed, but the "ultimate atom" is a thing of theory, and not something which can actually be reached. Still there appears to be a limit to the divisibility of matter. Dr. M. points out the fact that if a drop of bromine is placed in a *million* drops of water, the presence of the bromine can everywhere be detected. But if the drop of bromine be placed in *two millions* drops of water, we lose all trace of it, and no agent known will detect its presence at all.

PREJUDICES resemble the fogs that turn the bright sun into a dull copper ball; and a bad heart is like the jaundice, that sees its own dingy yellow in the purest lily.

Miscellanea.

A Rage for Fiction.—"I want a paper that has long stories in it," said a young lady; and she added, "I don't want a paper for anything else." Poor girl! much to be pitied—and a pitiful appearance she will make through life at the present rate. She wants nothing serious, no acquaintance with the history of her times, nothing intellectual! nothing but newspaper novels! Empty heads they must be that can find room every week for some ten columns of a sham story. Yet these are the heads for which the weekly press toils and groans, throwing off by the ten thousand its sheets of shallow, insipid and disgusting fiction; and for this an amount of money is paid which a sound literature utterly fails to command. Yes, fathers and mothers buy this vile trash for their sons and daughters, and so minister to their ignorance and destitution of all taste and fitness for life's duties. Doubtless the periodical press does more than any other one instrumentality to decide the opinions, habits of thought and general character of the age. A family will very soon begin to show a sympathy with its weekly paper, and parent and child will soon begin assimilating to it in sentiment and feeling; and as families are, so is the community at large. Blind and stupid, therefore, yea, worse, are those parents who tolerate in their houses a class of papers which are good for nothing, even bad—made up of the writings of silly, ignorant scribblers, who would be "at the foot" in the town school in good morals. Such are the teachers of half the present generation.—*Albany Spectator.*

The Sandusky *Register* says: A prize of two dollars was recently offered to any member of the Connecticut Teachers' Institute, who would write and spell correctly the words in the following sentence: "It is an agreeable sight to witness the unparalleled embarrassment of an honest peddler, attempting to guage the symmetry of a pealed onion, which a sybil has stabbed with a poniard, regardless of the inuendoes of the lilies of cornelian hue." Thirty-eight teachers competed for the prize, but not one was successful.

Evening Schools of art, fifty in number, with upwards of 4,000 pupils, are maintained in Paris. Prizes for proficiency are given by the municipal authorities, and, where the skill of the pupil is very remarkable, rewards are bestowed by the Emperor.

President Haven, of Michigan University, in his annual report, just presented to the regents, has taken bold and emphatic ground in favor of the admission of women to all the privileges of the University, in every department—law, medicine, science and art.

"Marching On."—Miss Sandford is a candidate for County Superintendent of Schools for Chester County, Pennsylvania.

CENSUS OF NATIONAL SCHOOLS IN ENGLAND.—An inquiry into the state of education in Church of England schools for the poor was made by the National School Society in 1866, through the incumbent of every parish or ecclesiastical district throughout England and Wales. The returns obtained show that the total average number of scholars in attendance in week day and night schools in England was 1,125,541, being 5.5 per cent. of the then population, or 1 in 18; 1,029,376 were in day schools, 93,165 in night schools. The number on the books was 1,578,009. There were also 639 Church of England dames' schools, with an average number of 14,029 scholars in attendance. In Wales, the average number of scholars in attendance in week day and night schools was 54 336, being 4.5 per cent. of the population, or 1 in 21.8; 51,892 were in day schools, 2,444 in night schools. The number on the books was 76,428. There were also in Wales 23 Church dames' schools, with an average of 645 scholars in attendance. For England and Wales, therefore, the scholars on the books of Church schools for the poor were 1,654,437, being 7.6 per cent. of the population, or 1 in 13; and the average daily attendance was 1,179,877, being 5.4 per cent. of the population, or 1 in 18.2, besides 14,674 in Church dames' schools.

REVIEWING STUDIES.—Systematic repetition or review of the leading features of the subject under study should never be neglected. It is irksome but indispensable. This habit of directing the mind intensely to whatever comes before it in reading or observation should therefore be cultivated by all means in your power, and the opposite habit of listless inactivity should be carefully guarded against, for in this lies the foundation of a sound intellectual character.

THE McDONOUGH EDUCATIONAL INSTITUTE of Baltimore, has a fund amounting to $522,741 invested in good securities. There still remains in the city of New Orleans and the State of Louisiana a considerable amount of property not yet sold belonging to the estate, which was left to the city of Baltimore for educational purposes.

PROF. CARL NEUMAN, of Munich, a diligent student of Chinese antiquities and bibliography, has discovered from the Chinese year books that a company of Buddhist priests entered this vast continent, via Alaska, a thousand years before Columbus, and explored thoroughly and intelligently the Pacific borders, penetrating into "the land of Fusung"—for so they called the Aztec territory, after the Chinese name of the Mexican Aloe.

A NOBLE DECISION.—All students of history have read with deep interest the thrilling story of the courage and endurance of the Dutch during the siege of Leyden. After their deliverance, their Prince offered them, as a reward for their patriotism, freedom from taxation or a University. They chose a University, preferring the means of education to a release from heavy taxes.

Lost Time.—Let any man pass an evening in vacant idleness, or even in reading some silly tale, and compare the state of his mind when he goes to sleep, or gets up next morning, with its state some other day, when he has spent a few hours in going through the proofs, by facts and reasoning, of some of the great doctrines in natural science, learning truths wholly new to him, and satisfying himself, by careful examination, of the grounds on which known truths rest, so as to be not only acquainted with the doctrines themselves, but able to show why he believes them, and to prove before others that they are true, and he will find great difference between looking back upon time unprofitably wasted and time spent in self-improvement. He will feel, in one case, listless and dissatisfied; in the other case he will enjoy a proud consciousness of having, by his own exertions, become a wiser, and therefore a more exalted nature.

Stars Changing their Colors.—It is a well established fact that stars change their colors. Sirius was described as a fiery red star by the ancients; some years ago it was a pure white, while it is now becoming of a decided green color. Capella was also called a red star by the ancients; it was afterwards described as a yellow star, and is now bluish. Many other instances of change of color, though less decided, have been detected.

A Royal Spelling Match.—There was recently a spelling match in the French Imperial family. The most difficult words were selected, and much amusement was the result. Prince Metternich failed in six words, Baron Corvisac in eight, the Emperor in nine, the Prince Imperial in eleven, and the librarian, to the great amusement of the circle, proved to be the worst speller in the company.

The City of Portland, Oregon, has nine hundred and seventy pupils attending its public schools.

The richest Chinese library in the world is now in St. Petersburg. It consists of 11,607 volumes, with a number of wood engravings and manuscripts, and was collected by the Russian Consul-General in Pekin, who is anxious to sell it to some public institution.

The London *Spectator* doubts whether "any English writer now living writes as pure and classical English as was written by Nathaniel Hawthorne." No English male writer does, we think; but we should not like to say the same of Marian Evans —"George Eliot"—who is not merely the first of English novelists now living, but the first of English prose writers.

"What is truth?" The question was proposed at a Deaf and Dumb Institution, when one of the boys drew a *straight line.* "And what is falsehood?" The answer was a *crooked line.*

Department of Public Instruction.

The State Superintendent is just recovering from a severe and protracted illness, which has materially deranged his programme of official visitations. He regrets that he will from this cause be deprived of the pleasure of meeting several County Institutes at which his presence and services have been solicited.

The Santa Clara County Institute began its session on Tuesday, April 10th, and continued four days. This office was represented, though illness of the State Superintendent prevented him from meeting his old friends in San José. This Institute was a decided success, as might have been expected from the energy, educational zeal and sound judgment of Superintendent Braly, and the number and high character of the teachers of Santa Clara county. We hope to obtain from the Secretary an abstract of the proceedings for publication in the Teacher. [The proceedings have come, but too late for this number.]

A Step Backward.—It is stated in the Nevada papers that our friend, E. M. Preston, County Superintendent of Nevada county, has left the school-room and engaged in the drug business. The drug business is very respectable, but are we not right in saying that to adopt it instead of teaching is a step backward? Really good teachers are so scarce, that the retirement of even one is to be deplored.

At a Premium.—In the applications made to this office from Trustees for teachers, the remark frequently occurs: "A graduate of the State Normal School preferred." This preference furnishes gratifying evidence that our Normal School is doing a good work for the cause of popular education in California.

Removal of the State Normal School.—The question of the permanent location of the State Normal School is receiving considerable attention just now. Oakland, San José, Santa Clara, Stockton, Martinez, and Rio Vista are recommended as suitable places for its location. On the principle of a judicious and equitable *distribution* of State institutions, our preference inclines toward San José. The generous provision made by San Francisco for the temporary accommodation of the School deserves recognition and gratitude.

The State Teachers' Institute will convene in San Francisco on Tuesday, May 4th. The proceedings may be looked for in the June number of the Teacher.

REPORTS OF PUBLIC SCHOOLS.

ROLL OF HONOR.

SUTTER CREEK PUBLIC SCHOOL, *Amador County:* R. B. WARREN, Principal. Miss DELIA MCCONNELL, Assistant. The following is the Roll of Honor of the Sutter Creek Public School, for the term ending the 26th of March, containing the names of pupils distinguished for highest standing in classes, and for unexceptionable deportment: *Grammar Department*—Master Shelly Inch, Frank Wildman, Jos. Fontenrose, Charles Brown, Jas. Bannigan, Isaac Marks, Amuel Lutnesky, James Thomas, William Bishop. Misses Martha Gilliland, Lucy Lutnesky, Elizabeth Hayden, Lena Wildman, Anna Fournier, Augusta Hubbel, Mary Brown, Edna Smith, Mary Frazer. *Primary Department.*—Mast. A. Fontenrose, Eddie Tibbits, Eugene Burns, Freddie Hubbel, Willie Fiske, Frank Steinmetz, Frank Copp, Chas. Kopp. Misses Mary Wildman, Bernia Bishop, Laura Frakes, Ida Herman, Dora Hayden, Julia Breedlove, Johanna Mahoney, Lillie Kelly.

SIERRA VALLEY SCHOOL, *Sierra County*: J. G. LEMMON, Teacher. Winter Term, 1868 and 1869. No. of scholars, 50. Month ending November 6th—Sarah W. Lipscombe, Ella M. Gill, Claude L. Belden, Fred. T. Olson. Month ending December 16th—Almedia Adams, Sarah W. Lipscombe, Belle Mickey, George G. Davis, Frank E. Olson, Albert E. Raine. Month ending February 18th—Rena Barton, Stacy A. Pierra, Emma M. Davis, Silas W. Ware, John M. Webber, Willie C. Deeble. Month ending April 2d—Amanda T. Pierra, Mary H. Olson, Maggie McCollum, George W. Freeman, Irwin A. Smith, George W. Pierra.

OUR BOOK TABLE.

HILLARD'S READERS.

We have received from the publishers, Messrs. Brewer and Tileston, Boston, HILLARD'S SERIES OF READERS, consisting of 1st, 2d, 3d, 4th, Intermediate and Fifth and Sixth. The First, Second and Third are for primary, the others for grammar schools. The series is progressive, well adapted to the respective grades. The selections are for the most part very fine; the directions practical—such as the pupil can understand and put in practice.

SEAVEY'S GOODRICH'S HISTORY OF THE UNITED STATES. Boston: Brewer and Tileston.

This is the well-known "Goodrich's History," revised and brought down to the present time; making it more suitable for the school-room.

WALTON'S ARITHMETICS.

From Messrs. Brewer and Tileston, Boston, we receive Walton's Series of Arithmetics, consisting of PRIMARY, INTELLECTUAL and WRITTEN, with KEYS to each. The Primary presents the subject to the young mind in the manner of an object lesson; the Intellectual is intermediate between that and the

Written Arithmetic which is for advanced classes. Accompanying these is a CARD for dictation exercises. All of which presents a very complete and progressive course in Arithmetic. The plan is new, and we are inclined to think would work well in practice.

COMMON SCHOOL ARITHMETIC; combining the Elements of the Science, with their Practical Applications to Business. By JOHN H. FRENCH, LL.D. New York: Harper & Brother, Publishers. 1869.

We regret that THE TEACHER has to go to press before we have time to give this work a thorough perusal, as it travels somewhat out of the beaten track, and *in a direction* which we have long thought preferable to the old way. We are not prepared to say whether the change has been a success: and perhaps most teachers would prefer to examine for themselves, which we recommend them to do. To the following points of excellence, the preface invites attention, and in each something new is given, viz: *Order of Subjects, Principles* and *Rules, Illustrations,* (mark that, as they are pictorial,) *Problems, Useless Matter,* &c.

PAYOT'S FIRST FRENCH READER. Henry Payot & Co., Publishers and Educational Booksellers, 640 Washington street.

This is No. 2 of a series, and contains some easy and attractive readings for the beginners in French.

SOME THOUGHTS CONCERNING EDUCATION. (Vol. I.) New York: J. W. Schermerhorn & Co., 14 Bond street. 1869.

This comes to us from OUTIS, and a perusal will not be as deceptive as that gentleman once was to Polyphemus. These thoughts were worth thinking, and are now worth reading.

LATIN LESSONS, adapted to the Manual Latin Grammar, prepared by WILLIAM F. ALLEN, A.M., Professor of Ancient Languages and History in the University of Wisconsin; and JOSEPH H. ALLEN, Cambridge, Mass. Boston: Published by Edwin Ginn, Woolworth, Ainsworth & Co. 1869.

A correct estimate of this work could not well be formed without comparing it with the "MANUAL" to which its preface and title-page say it is adapted and complementary. We have not seen the MANUAL, and therefore cannot give an intelligent opinion of either. The great merit of the MANUAL was said to be its brevity, and at the same time comprehension of the subject. It would seem to have been *too* meritorious in that particular, since it required a complement—a *filling up*—so soon. The sixty lessons here given present traces of merit in the former work which will, doubtless, be of much service to the teacher or student of the Latin language. On the other hand, there are some faults in point of definition, which not only offend *as definitions*, but in some degree vitiate the usual admirable arrangement of the matter. PART SECOND gives the "Story of the Helvetian War," with some very desirable and scholarly notes to help the student to a proper appreciation of the story and render the Latin into idiomatic English. PART THIRD presents some fine examples for prosodical exercises. The vocabularies are good.

HANDBOOK OF NATURAL PHILOSOPHY, For School and Home use. By W. J. ROLFE and J. A. GILLET, Teachers in the High School, Cambridge, Mass. Woolworth, Ainsworth & Co., 117 Washington street, Boston. 1869.

Another volume of the *Cambridge Course of Physics;* which is as meritorious as the former ones. Merits:—Practical; more original than works of its class; and very accurate. Faults:—the same as might be said of all elementary works,—unsatisfactory, *because* elementary.

MECHANICS' INSTITUTE FAIR.

The Seventh Industrial Exhibition of the Mechanics' Institute will be held in their magnificent pavilion, Union Square, San Francisco, beginning September 14th, 1869. The managers are determined to spare no expense in endeavoring to make this one of the most attractive exhibitions of the kind ever made in America, as well as an especial illustration of the resources of California. Space furnished free for the exhibition of all articles; and the articles should be on hand by the first of August. For further information apply to J. H. Gilmore, Corresponding Secretary.

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FOR TEACHERS.

On account of the owner's departure from the State, a small Library, consisting of NINETY-EIGHT VOLUMES—Classical, Mathematical and Miscellaneous—can be purchased at reduced rates by applying to

C. A. KLOSE,

Spectator Agency, 712 Washington street.

Sold by the single volume, or more, to suit purchasers. Some very valuable books in the collection, especially suited for Teachers.

State Normal School.

BOARD OF TRUSTEES.

H. H. HAIGHT.....Governor.
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J. M. SIBLEY.....San Francisco.

TEACHERS.

Rev. W. T. Lucky, A.M.....Principal.
H. P. Carlton.....Vice-Principal.
Miss E. W. Houghton.....Assistant.
Mrs. D. Clark.....Assistant.

The next Term will commence on the 1st day of July, 1869. All candidates for admission must be present at that time.

COURSE OF STUDY.

REQUISITES FOR ADMISSION.

To secure admission to the Junior Class, Second Division, applicants must pass a written examination on the following subjects, viz.:

Eaton's Common School Arithmetic—to percentage.
Eaton's Intellectual Arithmetic.
Greene's Introduction to English Grammar.
Willson's Fourth Reader.
Spelling; Penmanship.

Applicants for an advanced Class will be required to pass an examination on the studies previously pursued by that Class.

Junior Class—*First Session.*

Arithmetic—Eaton's Common School—complete.
Grammar—Quackenbos'—begun.
Geography—Guyot's Common School.
Reading—Willson's Fifth Reader.
Moral Lessons—Cowdery's.
Spelling—Willson's Larger Speller.

Junior Class—*Second Session.*

Arithmetic—Eaton's Higher.
Grammar—Quackenbos'—complete.
Rhetoric—Boyd's.
Physiology—Cutter's Elementary.
History—Quackenbos'.
Vocal Culture—Russell's.
Book-Keeping—Payson & Dutton's Single Entry.
General Exercises throughout the Junior Year—Penmanship; Object-Lessons; Calisthenics; Methods of Teaching; School Law; Composition and Declamation.

Senior Class—*First Session.*

Arithmetic—Eaton's Higher—reviewed.
Algebra—Robinson's Elementary.
Grammar—Greene's Analysis.
Natural Philosophy—Quackenbos'.
Physiology—Cutter's Larger.
Rhetoric—Boyd's.
Natural History—Tenney's.

THE

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CALIFORNIA STATE TEACHERS' INSTITUTE.

PROCEEDINGS OF THE SEVENTH ANNUAL SESSION.

[Officially reported by Andrew J. Marsh and F. G. Randle.]

SAN FRANCISCO, Cal., Tuesday, May 4th, 1869.

The Seventh Annual Session of the California State Teachers' Institute convened at Lincoln Hall, at 10 o'clock, A.M.

Rev. O. P. Fitzgerald, State Superintendent of Public Instruction, called the Institute to order, as *ex officio* its President.

Rev. Dr. Phelps, by invitation of the President, opened the proceedings with prayer.

The following persons presented their credentials, and were admitted as members of the Institute :

San Francisco—Mrs. Laura M. Covington, Kate Kennedy, Sarah A. Barr, Marie E. O'Connor, A. C. Robertson, Mr. Ira G. Hoitt, J. M. Sibly, P. A. Garlin, Thos. S. Myrick, N. F. Flood, W. J. G. Williams, H. N. Bolander, Eugene T. Thurston, Dr. Lucky, John Swett, John Fox, Joseph O'Connor, W. J. Gorman, L. W. Reid, J. Phelps, E. D. Humphrey, S. A. White, Capt. Allen, Philip Prior, Bernhard Marks, M. M. Scott, Mrs. Bertha Chapin, Mary W. Kincaid, L. C. James, Jennie E. Farles, Mary Pascoe, E. C. Marcus, Sarah E. Frissell, Julia B. Brown, L. A. Clapp, Miss L. A. Clegg, Nellie S. Baldwin, Annie E. Hucks, Carrie G. Smith, Minnie F. Kendall, Hattie J. Eastabrook, Susie B. Cook, Mary Eastabrook, Carrie L. Hunt, Phebe Palmer, Carrie M. Chase, Cornelia E. Slavin, Cornelia L. Atwood, Nettie A. Doud, E. J. Morse, Mary Soleman, Mary Little, Lizzie McCollam, Annie Cathcart, Mrs. Amelia H. Hamill, Miss M. A. Hurley, Miss Laura A. Humphreys, M. A. Humphreys, M. E. Savage, Grace Smith, Amy T. Campbell, Naomi E. Hoy, Fannie T. Clapp, Mary Bennett, Annie A. Hill, Rebecca Paul, Annie E. Slavan, Flora E. Smith, Mary Murphy, M. A. Haswell, Amelia Wells, Sadie Davis, Clara Buckman, Mr. E. Knowlton, Miss Carrie Barlow, James Lockman, Albert Lyser, A. L. Mann, Mrs. E. F. Pearson, Miss Lottie McKean, Lizzie White, Jessie Smith, M. J. Little, Miss Armstrong, Mary F. Smith, A. Griffith, Carrie Yonger, M. A. Salsbury, Annie Hazen, Kate Gorman, Frances

Simon, Bessy Molloy, Mary L. Foster, Fannie M. Pattengall, Laura T. Hopkins, Mary T. Metcalf, Agnes M. Manning, Agnes Chalmers, Helen M. Thompson, Carrie P. Field, Sarah P. Field, Theresa M. Sullivan, Esther Goldsmith, Alice C. Kregg, S. A. Jessup, Mary J. Saukey, M. McKenzie, Eliza T. Hassett, M. A. Hassett, L. S. Swain, A. S. Jewett, P. M. Stowell, L. B. Jewett, Eliza B. Barnes, Fannie M. Benjamin, Mattie Ritchie, A. T. Sprague, Sallie E. Fox, Mrs. E. M. North, Mrs. Fannie Reynolds, Mrs. E. Varney, Mrs. E. D. Humphrey, Mr. J. C. Pelton, Mrs. H. E. Moulton, Mrs. Laverna Allen, Mrs. Kate McLaughlin, Mrs. E. A. Woods, Miss Debra Hyman, Anna Gibbons, D. S. Prescott, Julia H. Grady, L. Solomon, Mrs. E. S. Forrester, Miss E. Siegemann, Minnie Groff, Cecilia Dorth, Kate Bonnell, Hannah Cook, A. M. Murphy, Mrs. B. F. Moore, Miss Mary J. Morgan, John A. Moore, Miss Lizzie York, Hattie L. Wood, A. B. Chalmers, C. Polemann, E. White, Mrs. E. V. Drury, Miss Cornelia Campbell, Anita Ciprico, E. K. McKie, Helen A. Grant, H. A. Roe, Jennie E. Greer, Mary C. Stone, M. A. Jourdan, Grace W. Wright, Martha A. Lawless, E. A. Cleveland, F. M. Sherman, Sarah E. Miller, Amelia Joice, Adele Kehncke, Emelle Andersen, Lizzie Johnson, Fanny Mitchell, Marian Stokum, Julia A. Doran, A. M. Jordan, Hattie A. Lyons, Hattie Burr, Maria M. Soule, S. A. Kelly, S. H. Thayer, E. M. Tibbley, Theodosia J. Carter, Sarah N. Joseph, Susie H. Earle, F. Holmes, Miss Annie L. Gray, Miss Sarah E. Anderson, Bessie Hallowell, Ellen G. Grant, Katie B. Childs, Mable F. Phelps, S. C. Johnson, Mary A. Floyd, Miss H. G. Soule, Sarah H. Myers, Ellen Donovan, Carrie D. Trask, Mrs. M. H. Woodworth, Mary Williams, Ellen Hodges, Mrs. Lizzie G. Decker, Emma McEwen, Jean Parker, Kate O'Brien, Mary E. Kennedy, Mary J. Bragg, Addie S. Ross, Miss F. A. E. Nichols, Virginia Brissac, Annie B. Earle, Addie B. Sawyer, Nellie A. Littlefield, Carrie A. Meares, Augusta P. Fink, Sarah E. Duff, Miss A. Goldstein, Miss M. E. D'Arcy, Miss J. M. Gelston, Mrs. A. E. DuBois, Mrs. J. H. Nevins, Miss Laura T. Fowler.

Sacramento County—E. Rousseau, E. G. Downer, J. A. Simons, Dr. A. Trafton, S. J. Jackman.

Sutter County—Joseph A. Filcher.

Yuba County—Isaac Upham, A. J. Drake, A. J. Farley, Mrs. M. V. Kingman.

Solano County—E. J. Schellhouse.

Colusa County—Silas W. Britton, Albert S. Cook, R. R. Rush.

Santa Clara County—Miss R. M. Palmer, Miss Fannie Price, Mr. Bassett, Miss Ella Bassett, Miss Flora Parker, Miss J. A. Atkinson, J. H. Brady, Mrs. M. S. Carey, Miss P. Stanton, Miss Beatrice Lawrey, J. G. Kennedy, C. Morton, Mrs. Crittendon.

Sonoma County—Miss M. B. Sinclair, Leander Cummins.

Wisconsin—E. S. Carr.

Contra Costa County—Albert J. Young, C. H. Walker, Miss Mary E. Hagadorn, Miss Josey Rockwood.

Tuolumne County—L. T. Crossett, W. I. Clark, John York, Jr.

Mariposa County—W. H. Magoon.

Sierra County—J. G. Lemmon.

Alameda County—George Tait, Joseph F. Kennedy, M. S. Taylor, W. W. Kennedy, A. L. Fuller, Miss L. E. White.

San Joaquin County—W. R. Leadbetter, Henry A. Nelson, A. H. Randall, Melville Cottle, Miss Mary R. Bugbee, Miss Leonie M. Westbay, Miss Seraphina Boschen.

Nevada County—J. M. Kirkpatrick, E. Broadbent.

New York—J. C. Gilson.

San Mateo—Edgar A. Boyden, W. E. Yates, H. N. Nutting, C. L. Boyers, Miss Annie E. Dowling.

Monterey County—W. T. Clay, J. P. C. Allsopp.

El Dorado County—B. Rodahan.

Santa Barbara County—Miss L. M. Brokaw.

Amador County—Mrs. E. Campbell.

Yolo County—Miss Almira Ruggles.

Stanislaus County—E. R. Crawford, Miss Carrie Moore.

The President said that Gen. H. A. Cobb, President of the San Francisco Board of Education, had been expected to deliver a welcoming speech, but he was unavoidably absent, in consequence of pressing engagements. He would therefore call upon Col. T. H. Holt, ex-President of the Board of Education, to address the Institute, who would be none the less welcome. (Applause.)

Colonel T. H. Holt took the platform, and said he had not been aware of the pleasant duty which was to devolve upon him until he left his office this morning, and he was therefore unprepared to make any extended remarks, beyond extending to them all, and especially to the teachers and delegates from the country, a cordial welcome. In this instance he assured them that the Cobb was better than the Colonel, but he would not yield to General Cobb in the heartiness of his welcome to those who were now before him. Proud as they were of our city school teachers, yet they must acknowledge the teachers from the country were fully their equals. But they were all portions of that grand army which was engaged in the same glorious cause, marshalling the youth of our country and battling nobly for education. He was sitting alone last evening and was perusing that grand production of Shakespeare, Hamlet, and while reading the well-known grave-digger's scene, he had been particularly impressed with one passage, wherein the grave-digger asked, "Who is he that builds stronger than the carpenter and the mason?" and the answer was, "The grave-digger." It then occurred to him that the houses which the school teachers were raising in the intellects of the youth of the country were even stronger than the narrow resting-places in the earth, for the instruction which they imparted would redound to the benefit of the human race now and through all coming generations. It had been asserted that we were merely educating our children to put money in their pockets, but he denied that education in our schools was limited to any such ignoble purpose, and he called upon all teachers to set their minds strongly against any such idea, and never fail to inculcate perseveringly in the minds of the young intrusted to their care the principles of patriotism, honor and truth. It was said that the mantles of Milton and Shakespeare had not fallen upon the shoulders of any in later generations, and that the immortal Washington was without a peer; then should they all the more endeavor to rear the youth carefully and teach them to imitate the examples of the great men who founded our government and the famous men of earlier years. He regretted that the meeting of this Institute could not have been postponed for a few days longer, for we were soon to have a glorious wedding celebration—the wedding of the broad and tempestuous Atlantic with the mild, blue-eyed Pacific. A right royal wedding would it be, and what God has joined together let no man put asunder. (Applause.) Would to God the

teachers here assembled could be present on that occasion, and as the event might occur on Saturday next, he hoped they would make it convenient to remain and participate in the rejoicings. He said he had constituted himself a committee of one, and as such, had visited several of the hotels, telling their proprietors of the grand army that was coming from the country, and he now had to report that the Cosmopolitan, Occidental, Brooklyn and International hotels had promised to accommodate delegates to the Institute during their stay at a reduction of twenty-five per cent. from their regular charges. In conclusion, he again bade the members from the country a sincere and kindly welcome to the city.

The President said he would have to claim the indulgence of the Institute, and asked for the co-operation of the members in the performance of his duties as presiding officer, he having but recently recovered from a protracted illness, and being physically incapacitated from making any address at present.

On motion, the time for the opening address of the President was postponed until to-morrow morning.

Mr. Denman moved that Mr. Philip Prior, of San Francisco, be elected Secretary.

The motion was agreed to.

Mr. Knowlton moved that Mr. M. M. Scott be elected Assistant Secretary.

The motion was agreed to.

Dr. Lucky said the Institute needed a lady as an Assistant Secretary, and moved that Miss Clara G. Dolliver be elected Assistant Secretary.

The motion was agreed to.

Mr. Marks said one of the Committee on Text Books, appointed a year ago, had resigned, and offered a resolution that the State Superintendent be authorized to appoint Miss Helen Thompson to fill the vacancy.

The President said he had been aware of the vacancy, and considering it his duty, had filled it.

Dr. Lucky said he saw no propriety in adding to the committee; it would be better either to let the committee remain as it was, or to discharge the old committee and appoint a new one.

Mr. Swett moved that the resolution be laid upon the table, which was agreed to, and accordingly the resolution of Mr. Marks was laid upon the table.

Mr. Swett moved that a Committee on Order of Exercises be appointed.

Mr. Knowlton offered as an amendment, that the State Superintendent be that committee.

The President said he would prefer a committee of three for conference, and wished Mr. Knowlton would withdraw his motion to amend.

Mr. Knowlton said he thought the Superintendent would be

sufficient for the duties of that committee, but if any others were to be appointed, let it be some of the lady members.

Mr. Williams said it was not to be supposed that the State Superintendent was here to do all the work. It had always been the practice to have such a committee, and he saw no reason for changing the custom.

Mr. Knowlton said that he was surprised that Professor Williams should not wish to change customs; and said he had lived without a wife for the last twenty years, but claimed the liberty to change that custom at pleasure. (Laughter.)

A vote was taken on the motion of Mr. Swett, and it was agreed to.

The President said he should announce the committee in due time.

Mr. Humphreys moved the appointment of a fourth Secretary from the country.

The President said, perhaps he might as well tell a little secret in regard to the election of secretaries. All three of the secretaries were of this city, and the appointment of a fourth was intended to rectify an unintentional omission. Now, as the Convention knew the fact, the matter was rectified.

The motion was lost. On motion, a committee of three was authorized to be appointed by the Chair on permanent organization. It was moved that a committee of three be appointed on introduction.

The motion was objected to on the ground that similar committees appointed on former occasions had not attended to their duties with proper diligence.

Mr. Denman said he would vote for the motion provided it was amended so that the whole convention should act as such committee.

The amendment was adopted, and the motion as amended was agreed to.

Dr. Lucky moved that a committee of three on resolutions be appointed. Agreed to.

Mr. Knowlton requested that the members elevate their voices when speaking, as it was difficult to understand what was being said.

On motion it was ordered that a committee of five, on Music, be appointed.

The President said he would proceed to appoint the committees; he was conscious of the fact that he had not a representation of the larger part of the Institute on any of these committees, with the exception of the Committee on Instruction, in which they were all included.

Committee on Order of Exercises.—Dr. Trafton, of Sacramento, John Swett, of San Francisco, and Superintendent Clark, of Tuolumne.

Committee on Permanent Organization.—Melville Cottle, of

San Joaquin, James Denman, of San Francisco, and W. W. Kennedy, of Santa Clara.

Committee on Introduction—The entire Institute.

Committee on Resolutions.—Mr. White, of Santa Clara, A. H. Randall, of San Joaquin, and E. Rousseau, of Sacramento.

Committee on Music.—Mrs. Kinkaid, of San Francisco, Dr. Crosset, of Tuolumne, Miss Lizzie York, Professor Knowlton and Mr. Mitchell, of San Francisco.

Dr. Lucky said although they have all the officers required, yet there were many county superintendents present, and they were gentlemen with whom all showed a wish to get acquainted by sight at least. He therefore moved that they all be elected vice presidents, and take seats on the platform.

The motion was agreed to.

The President requested the Committee on Permanent Organization to retire for a few moments, as there were some things that they ought to consider before making their report on organization.

Mr. Rousseau asked for information as to whether this Committee on Permanent Organization was to have control of the hours of meetings and other matters, and whether the officers now being elected were to continue during the session?

On motion of Professor Knowlton the Institute took a recess.

At the expiration of twenty minutes the Institute was called to order.

Mr. Cottle, from the Committee on Organization, reported the following as officers of the Institute:

President—O. P. Fitzgerald, State Superintendent Public Instruction.

Vice-Presidents—Dr. W. T. Lucky, Principal of the State Normal School; General H. A. Cobb, President of the Board of Education; Col. T. H. Holt and all the County Superintendents.

Secretaries—Philip Prior, M. M. Scott and Miss Clara G. Dolliver.

On motion, the report was adopted.

The President announced that there would be exercises each following evening. To-morrow evening Professor John LeConte would deliver a lecture—subject: The bearing of the recent discoveries of science upon the Nebular Hypothesis.

Dr. Lucky suggested that the Secretary prepare a complete list of the delegates present, so that they might know who was here. They were continually meeting each other without getting acquainted, whereas that difficulty might be obviated to a great extent if they had some means of knowing who were present.

It was moved that the list be furnished to the newspapers, but that motion was objected to, because the list was not yet complete, some members from the country not having arrived.

Prof. Knowlton said it might be published as it was, and supplemented from day to day.

The President announced that the afternoon would be devoted to the consideration of the subject of Text Books. A committee had been appointed, he said, as members were aware, at the meeting last year, to take this subject under consideration and report at this session of the Institute. He presumed that committee would be ready to report this afternoon. The subject was one of great interest and importance, and had engaged the attention of the teachers throughout the State. He hoped it would be introduced early, and discussed freely, so that the State Board of Education might have the benefit of the aggregate judgment of our teachers.

He also hoped that all the members were going to join in making the exercises of this session profitable, and not consider the session a mere form, or that enjoyment was the paramount object to be gained. He hoped the members would be punctual in their attendance, and trusted that every teacher present would do all in his or her power to make the Institute a success. He asked the indulgence of the Institute with regard to his persistence in this connection; his physical health was bad at present, and in view of the obvious labor and difficulty involved in properly carrying forward the duties of the Institute, he trusted that he would have the hearty co-operation of all.

Mr. Denman moved that the subject of Text Books be the special order for the afternoon, if the committee were ready to report.

The motion was agreed to.

Here the Institute took a recess until two o'clock, P.M.

AFTERNOON.

The President called the Institute to order, and the Secretary read the minutes of the morning session, which, after slight corrections, were approved.

The President stated that the general order of exercises, as determined upon, would be Institute exercises during the forenoon, discussions of matters of practical importance or interest in the afternoon, and literary exercises in the evening. The detail would be announced from time to time. The special order for this afternoon was the subject of Text Books.

A member said that Mr. Myrick, the Chairman of the committee, was not present, and they were not ready to report till to-morrow; that the committee had held no meetings during the year, mainly owing to the fact that the members of the committee lived in different parts of the State, and it had not been convenient for them to get together.

The President said he was very sorry to hear that the committee had not held a meeting for a whole year. It had been appointed a year ago, and its report was expected now.

Mr. Cottle moved that the committee be discharged.

Prof. Knowlton said he supposed it was impossible to discharge the committee without a report, and as an amendment to

Mr. Cottle's motion, he moved to postpone the matter for the present, and declare it the order for to-morrow afternoon.

The President said the proposition of Prof. Knowlton was doubtless the more courteous one; another point was, that if the committee intended to waive the whole matter, he would propose that the Institute take up the subject, and discuss it as they chose.

Prof. Knowlton's motion, that the report of the Committee on Text Books be made the special order for to-morrow, was agreed to.

Mr. Clark moved to take up the subject this afternoon. He said there was great difference of opinion in regard to the text books now in use. The committee to whom the subject was referred had arrived at no conclusions during a whole year, and he now proposed that the Institute consider the subject.

The motion was agreed to.

Mr. Rousseau said an appropriate way to bring the subject up would be to appoint a committee to investigate and find out how many publishing houses and book agents have tampered with members.

Mr. Swett suggested, as an additional duty, that the committee inquire how much agents were willing to pay members for their services.

The President stated that no evidence of what the gentleman alluded to had ever reached him; no approach had been made to him since he had been Superintendent of Public Instruction, either in California or anywhere else; so far as he had any knowledge, no undue influence had been exerted by any publishing house.

A vote being taken upon Mr. Clark's motion, it was agreed to take up the subject this afternoon.

The President suggested that the matter could properly be brought before the Institute in the form of a resolution.

Mr. Lyser said as no one else seemed willing to offer anything, he would move to take up the subject of spelling.

The President said the better way would be to put it in the form of a resolution, that some particular text book, or series, was superior to all others.

Mr. Lyser said he would then move that it be declared the sense of the Institute that Wilson's Smaller Speller is the most suitable for our common schools.

He did not intend, when he offered that resolution he said, to open the discussion. He was too young, both in age and experience in teaching, to hope to offer suggestions to the Institute upon a subject like this. In the few years of his experience he had found that the great defect in our text books was, too many words; but of all the books that he had examined, he was of opinion that Wilson's Smaller Speller was the best, because it contained all the words in common use, and all that were neces-

sary to be learned. In the larger Spellers, he believed, there were as many as fifteen thousand words, and he doubted if there was one teacher out of a thousand who used as many as three thousand. What benefit did they derive from the use of the larger Speller? The smaller Speller contained a sufficient stock of words to enable them to write correctly and spell correctly, and that was the principal reason why he preferred it. The most essential thing was to make the pupils familiar with the words in common use, but the great evil was the tendency to attempt to teach too much, which resulted in teaching too little.

Prof. Knowlton said he thought this argument hardly correct. He was free to say, that after four years' experience in this State, and upon consultation with lady teachers, he did not know of one who did not pronounce Wilson's Speller uncertain, unreliable, and in some respects, positively wrong. The spelling of several words did not agree with standard authors—not with Webster's Dictionary. The orthography was not correct, and the classification was not as good as might be found in several other Spellers. In the United States there are some eight or ten different Spellers in use in public schools, all in the main better than Wilson's. Not only were many of the common words incorrect in orthography, but some were erroneous in accent, and they were not classified progressively. He did not suppose the question was coming up this afternoon, or he would have been prepared with examples.

Mr. Shellhouse said he felt a great interest in the subject, but was hardly able to give a satisfactory opinion; he had no doubt this book might be improved, but the arrangement was bad; it was heterogeneous—mixed up. The orthography was not perfect, and there was no connected train in the spelling. He wished they had Webster's old Speller, and would do what he could to reinstate that.

Mr. Swett said he was in favor of Dillworth's speller, which was a still older work than Webster's; he found an objection to Wilson's in that it undertook to teach an elementary knowledge of grammar. What business had anything of practical benefit in a speller? The classification of words was important. Grammar could not be taught in teaching to spell. He could point out other objections. It was not necessary to always have words in common use, or even the names of animals. He liked abstract words like "incomprehensibility," and thought in our spellers words might be arranged with reference to the number of syllables, and the columns should all be regular, because they looked better. In his travels and correspondence with teachers, in different parts of the State, he had found that the standard of accent and pronunciation did not agree with that of many of the teachers, and any speller that differed from the standard was not fit to be used. He hoped by all means that Dillworth's would be adopted.

Mr. Rousseau inquired whether the intention of the resolution was to include Wilson's larger speller.

Mr. Lyser said not all, only that the smaller speller should be more generally used.

Miss Manning said she wished it could be brought into universal use; it was one of the best she had ever seen.

Mr. A. L. Fitzgerald said he wished to vote intelligently, and would therefore ask Mr. Knowlton to state the "chapter, page and verse," or page and line on or in which the defects were to which he alluded.

Mr. Knowlton said if he had been aware this debate was to take place, he would have been prepared with examples of what he referred to; but he would ask the teachers to be kind enough to write down the words as they came upon them—in the course of their teaching. He hoped the matter would be brought up again to-morrow.

Mr. A. L. Fitzgerald moved to postpone the subject until to-morrow.

Mr. Clark said he had found the same objections himself, and he much preferred Webster's speller, though in some respects that was subject to the same objections. A great many words might be expunged without injuring the value of the books. If there were errors in Wilson's, it certainly ought not to be used, and he should vote for the motion to postpone the debate, in order to vote intelligently on the subject.

Mr. Lyser said he thought it of very little consequence if there were a few words spelled wrong, they were probably errors in printing, and teachers ought to be able to correct such when they met with them.

Mr. Shellhouse said he would like the investigation to be extended a little further. He wanted to hear something said of the manner of teaching spelling, for it might influence their choice to know whether spelling was to be taught orally or by dictation. He also inquired whether it was intended that the small speller should supersede the larger.

Mr. Marks said accuracy in spelling was of less importance than knowing how to use the right words in the right place, and it was of little moment what they had in the shape of a book. He would rather a pupil would use a thousand words properly, although he might spell some incorrectly, than only to have command of a few which he could spell correctly. Knowledge begins with home education, where the child learns how to use certain words by their combinations, before he learns their signification. The words should be arranged with reference to the parts of speech. The adjectives should be arranged with reference to the genus of the nouns, and there should be more of nouns than of any other part of speech. The only trouble was that teachers did not have time enough. The idea of the arrangement in Wil-

son's book was excellent, and the instruction would be thorough if it was according to the intention of the author.

Prof. Knowlton said the arrangement was pretty much the same in all the books except in Watson's, which was arranged with reference to methods of teaching. He did not say that Wilson's was a bad book, but it was by no means the best. He would like to see the debate carried on with reference to the methods of teaching. Teachers did not give sufficient time to the exercises in the schools. He wished the subject could be dropped till to-morrow, so that he might have an opportunity of consulting with some of the ladies.

Mr. Kennedy asked Mr. Knowlton if those whom he referred to as finding fault with Wilson's book had tried to use it according to the design of the author.

Prof. Knowlton said they had, and still disliked it.

Mr. Swett said the only error he was able to find in Wilson's Speller was on page 38, where "jelly" was spelt "g-e-l-l-y." But he was still firm in his opinion that the spelling received at the office of State Superintendent did not agree with Wilson's standard, and thought that a matter for the State Board of Education, who ought to use its influence to make the spelling of the teachers and text books uniform.

Prof. Williams said he would like to know if this speller was not in use throughout the State. It had been recognized by the State Board, and he had heard no points brought up to illustrate the objections which had been made against it. He moved that the resolution be laid upon the table.

The motion was not agreed to.

Mr. Denman moved the adoption of the resolution of Mr. Lyser, and it was adopted.

Mr. Knowlton said he would now propose to discuss methods of spelling.

The President said they could not do that without changing the order of exercises.

Mr. Denman moved that it be declared the sense of the Convention that the text books now in use are the best, and should be continued in use.

The State Board of Education, he said, was soon to meet, and would discuss the subject of text books, and it would be well for them to have the decided opinion of the Institute.

Mr. Williams said there were no less than three kinds of geographies in use in California—Warren's, Cornell's and Guyot's—and inquired if it was the intention to adopt all of them.

Mr. Denman offered the following resolution :

Resolved, That the Institute indorse Warren's and Cornell's Geographies, in use in the common schools of this State, and that it recommend that the State Board of Education do not make any change.

Mr. Denman said he had no extended remarks to make in re-

gard to either one of these books. On general principles he was opposed to changing text books. He thought that Warren's and Cornell's Geographies had met the wishes of the teachers throughout the State. He knew the subject was to be brought up before the State Board, and if there was any good reason for a change, he would be glad to hear it, and have the subject thoroughly discussed. Some time ago the City Board had adopted Clark's Geography, but it was found wanting in many respects, and the Board resolved to discontinue the use of it. There might be other books which members were in favor of, and he would be glad to hear a full expression of the opinion of the Institute, so that the State Board would understand it.

Mr. Marks said he objected to indorsing any two geographies in the list. There were four or five now in use. If they indorsed any two, it might hamper the action of the Board, no matter how good they were. Still he was opposed to changing text books.

The President said he wished some speaker who was particularly well acquainted with the subject would touch upon the matter of adopting one series, and following that series, instead of having so many.

Mr. Rousseau said they had only to make one change in Mr. Denman's resolution, and then they would have a complete series, altogether unexceptional—Warren's Complete Series.

Mr. White said the objection made by Mr. Marks was hardly fair. Instead of hampering the action of the State Board, it ought to be aided by the opinion of this Institute, which was controlled by a majority of those present. Clark's Intermediate Geography was in use at the East in most of the cities of the United States, and those who used it certainly liked it. In Cornell's, they had to omit a great deal, because they had not time to teach it. It was better to know just what they had to teach, and teach it. He was in favor of using Clark's Intermediate.

Mr. Rousseau said, in regard to teaching the geography of California, there was an abundance of that in Warren's Geographies. There was no time to teach anything but California in Mr. Clark's Geography. He knew there were agents here trying to procure the introduction of other books—Monteith's, for instance—but Warren's Geography contained all the general information requisite for children to learn.

Prof. Knowlton said he thought Mr. Rousseau's argument an excellent one. He had often seen New Englanders sneered at because they called Boston the "hub" of the universe; but Clark's Geography made California the "hub" of the universe. It contained nothing but California. If it had fifteen or twenty pages of carefully prepared matter on California, that would be sufficient. But in considering this subject they should divest themselves of all prejudice. Perhaps the intimation in regard to publishers was not worthy of any note. He believed they

were at liberty to use all honorable means to secure the adoption of their works. They may be works of rare merit, and might claim the attention of teachers, but he did not have time to recommend them. Some of our most successful works were prepared by two authors jointly; for instance, they might remember Murdoch & Russell's Elocution. Each one had a practical acquaintance with subjects taught in their text books. Parker & Watson's Series of Readers was another instance, and it was consulted every day as an authority.

Mr. Marks said that this was the first time the publisher nuisance had been broached, and he thought it was not the proper way to reach it. He saw no objection to booksellers urging the sale of their books. He was in favor of anything which offered any improvement. The publishers had a custom of sending specimens of their books to different teachers, which he thought perfectly legitimate. He had, in his library, a great many text books which he had received in that way. He could see no objection to the publishers doing whatever was right to secure the introduction of their books, although he did not wish to be considered as an agent of any body. He was not surprised at Mr. Rousseau's remark. He had known him for four or five years, and did not remember that he was ever in favor of anything, though he had opposed all things of all kinds.

Mr. Rousseau said he was not surprised at the remarks of Mr. Marks, for he had a very bad memory. If the gentleman had listened he would have heard him speak in favor of two things within the last half hour—Wilson's Speller and Warren's Geography.

The President admonished the gentlemen not to indulge in personal remarks.

Mr. Lyser said, in the course of this discussion he had heard very little of Monteith's Geography. He had examined it, and also Guyot's, and would like to hear something of them.

Mr. Denman said he hardly thought it worth while to discuss them. It would be better to have an expression of opinion by vote upon those now in use. He had offered the resolution for that purpose. He thought they were very suitable, and should be kept in use. It entailed a great deal of expense to change them, not only upon the parents, but also upon the booksellers, who were obliged to change their stock of books whenever such changes were made. The booksellers, however, could defend themselves.

Miss Kennedy said she thought a discussion of this kind not calculated to reach any very definite conclusion. Every teacher had his pet text book, and would persist in thinking it the best. She thought it would be better to change the subject of discussion to methods of teaching.

Prof. Knowlton moved to drop the subject of text books, and take up the subject of methods of teaching.

Dr. Lucky said as the text books named had not been adopted by the State Board, they could be changed at any time.

Mr. Denman said they had been continued.

A vote being taken upon Mr. Denman's resolution, it was agreed to by a very large majority.

Mr. Marks suggested that the State Superintendent make his address now, provided he felt well enough; if not, he would move that he be granted his own choice of time.

Mr. Williams said his compassion for the Superintendent induced him to second Mr. Marks' motion.

The President said he was in the hands of the Institute in the matter, and was willing to deliver the address now, or at another time.

Mr. Knowlton moved to adjourn.

The President said, before putting the motion, he was authorized to extend invitations to the members from Mr. Stebbins to visit the Mercantile Library, and from Messrs. Snow & Roos to visit the Art Gallery.

Dr. Lucky said he was authorized to extend an invitation to the members of the Institute from Mr. Peirson, the Superintendent of Woodward's Gardens, to visit that place of resort.

On motion of Dr. Phelps, a vote of thanks was returned for these various invitations.

The Convention then adjourned until to-morrow at 10 o'clock, A.M.

SECOND DAY.

SAN FRANCISCO, May 5th, 1869.

The President called the Institute to order at half-past ten o'clock, A.M., and requested the delegates, who had not yet done so, to please come forward and register their names before opening the exercises.

The following additional names were enrolled as members of the Institute:

Sacramento—A. W. Kerr, M. E. Sanders, Miss Clara M. Garfield, Miss Mercy C. Hatoss, Miss Clara Jones, M. L. Templeton, W. H. Crowell, Miss M. A. Woodland, Miss Sarah Weir, Mrs. E. A. Southworth, Miss Laura Templeton, Miss M. E. Merrill, Miss Ella Combe, Miss Florence Glanville, Mrs. L. H. Wells.

Santa Cruz County—H. Marceil.

Marin County—H. Wermouth, Bessie Dixon.

Alameda County—J. H. Sumner, Miss Ella Barney, Charles F. True, C. L. Thompson, H. M. Fairchild, Mary E. Bannister, B. E. Hunt.

San Francisco—Miss Mary A. Ward, Miss Susie D. Carey, Miss Mary H. Smith, Miss Ellen Dolliver, Miss F. A. Stowell, Miss Sallie Hall, Miss Kate Sullivan, Mrs. L. A. Morgan, Miss Annie E. Stevens, Daniel A. Crowley, B. M. Hurlburt, Mrs. W. B. Duane, Miss Annie Hall, Miss Maggie Hall, Miss Carrie A. Monges, Mrs. Bradley, Miss Anna Dore, Miss Galena Garrison, B. A. Kelley, Miss Henrietta Featherly, Mrs. M. Dwyer, Miss J. M. Gelston, Miss Katie A. Galvin, Miss Mary E. Stowell, Miss Rosa Levison, Mrs. Huntington, Miss E. A. Shaw.

Yolo County—John Bagnall.

San Mateo County—Patrick Troy.

Santa Clara County—T. W Whitehurst, Miss Lizzie Youngberg, Miss Ella Fletcher, George Williams, Stephen McPherson, P. A. Espirra, Robert McPherson, Stephen McPherson.
San Joaquin County—Miss Amanda Loomis, J. B. Sanderson. C. D. McNaughton.
Sutter County—Howell Powell, David Powell.
Santa Barbara County—E. B. Conklin.
Monterey County—P. C. Tonner.
Shasta County—Mrs. J. Adams.
Contra Costa County—Sophie Chapin, A. P. Needles. Jane E. Chapin.
El Dorado County—Bernard Rodahan.

Rev. Mr. Wood offered prayer.

Messrs. Crossett and Knowlton, and Miss Kincaid led, while the Institute joined in singing "America."

The President said as the list of members was very long, they would not consume time by calling the roll.

The Secretary read the minutes of the previous day's proceedings, which, after slight corrections, were adopted.

Mr. Myrick said he rose to a question of privilege. He had noticed in the papers this morning that his name appears as Chairman of the Committee on Text Books; that the committee had failed to report, and that a motion was made that the committee be discharged. In reference to himself, he wished to say, that he was not a chairman of any committee of this Institute. The Committee on Text Books, as appointed last year, consisted of Messrs. Leonard (Chairman,) Cobb, Stone, Myrick and Bradly. His name was fourth in the list. Did that make him chairman? Or, if the Chairman, Mr. Leonard, should be absent, would he even then be Chairman? It would seem to him that the second on the list would be the chairman of the committee. On the occasion of a vacancy, he understood, there had been an attempt to place his name in the place of Mr. Leonard. In reference to the other members, he did not draw up a report, because he was the fourth on the list and could not be chairman, unless the committee was reversed. Yesterday the committee assembled with the State Superintendent as an honorary member, and the question of text books was freely and fairly discussed. He would add, that he had been instructed by the committee to present a report for them, which he would be happy to do, at the pleasure of the convention.

The President said Mr. Myrick was exonerated from any blame in the matter. Mr. Leonard left the city, and failed to call the committee together before his retirement; consequently the committee had held no meetings during the year.

Mr. Knowlton said he would like to ask that the reporters be a little more accurate in regard to their records, and particularly to avoid mistaking names, an error which had frequently occurred in former records.

The President said the special order for this morning was the address of the State Superintendent, who would introduce himself and proceed.

ADDRESS OF STATE SUPERINTENDENT.

[Published in THE TEACHER at the request of the Institute.]

Ladies and gentlemen of the State Teachers' Institute:—Greeting and welcome! Thanks to a wise and beneficent Providence, we are again met in our annual convention. I trust your deliberations will be harmonious, your exercises entertaining and profitable, and your social intercourse of such character as to be pleasant now, and sweet to your memories in coming years. That these desirable results may be secured, it is necessary that a spirit of candor and conciliation should mark your discussions; that every member of the Institute should feel it to be a duty to contribute all he can to the interest and profit of the occasion; and that in your deportment should be exhibited a dignity and courtesy worthy of a profession whose object is not only to develop and train the intellect, but also to mould manners and character. At the opening of the State Institute a year ago, it seemed right and proper that I should indicate the views, the temper and the hopes with which I entered upon the arduous and difficult duties of my position. I can say, with perfect sincerity, that I have honestly endeavored in my official action and intercourse to conform to the views and be governed by the spirit set forth on that occasion. What I then preached, I have since endeavored to practice—with what success I am not qualified to judge—nor would it become me to say. I am frank to confess that I have not met my own desires and hopes, though I have worked hard, grudging no labor or pains to the great work in which we are all co-laborers. I console myself with the reflection—perhaps the suggestion may bring consolation to some of you—that it is well for us that we never reach our own ideal. If we could do so, that would be an end to all progress. The man who thinks he has attained perfection, and ceases to aspire, reach forward and climb upward, might as well be buried! Thanks to the common sense of mankind and the inexorable working of natural law, he *is* buried. Buried in obsurity, in the caves of ignorance and self-conceit which he digs for himself. Whatever may have been the merits or demerits of my administration thus far, I have nothing to complain of with reference to my official intercourse with teachers and other school officers in every part of the State visited by me during the past year. Their courtesy has been uniform, and their co-operation with me in the discharge of my duties has been hearty and efficient. I have attended a number of County Institutes and participated in their exercises; and in no instance has any question of political or sectarian difference been introduced to disturb their harmony or mar their proceedings. On the platform of education, all have met on equal terms, in the spirit of true fraternity, banishing all irrelevant questions, all inferior interests subordinated, all little prejudices swallowed up in an exalting and absorbing enthusiasm for their grand and

holy vocation! We all feel that this is the right spirit. If any of us have in any instances felt or acted otherwise, let us ask pardon of God and one another, and henceforth do better.

I think I may safely congratulate you upon the condition and prospects of our public schools. We are making progress. We have yet much to learn, but we have learned something from others who have preceded us and something from that dearest, best teacher, experience. We have made some advance, but we have yet far to go before we approximate the goal of even a comparative perfection. In what particulars may we hope that we have improved? The inquiry is important, and its answer may be encouraging.

1. *A more intelligent and faithful performance of duty by school officers.* Many of those heretofore invested with the responsibility of official relation to our public schools entered upon their duties without preparation for the functions devolved upon them. They were therefore necessarily awkward, and some times impracticable and obstinate. If any obstinacy is invincible, it is the obstinacy of ignorance. The interests of education suffered in such hands, of course. But as opportunities for acquiring information were presented and improved, and the practical workings of our school system noted, the blunders resulting from ignorance and inexperience were discovered and discarded. Officers too indolent or too ignorant to learn their duty and do it, became disgusted and retired of their own accord, or their constituents became disgusted and at the ballot-box assisted them to involuntary retirement. The good and true men who have sense to know their duty, and courage to do it, have usually been appreciated and retained in office as long as they would serve. Thus every succeeding year finds us with a larger number of competent school officers, who understand the machinery of our system and are familiar with its practical workings. Sometimes good school officers are displaced by partisan influence, but I hope the time is not far distant when the political Uzzahs will not dare to touch with their unholy and reckless hands the sacred ark of popular education!

2. *There is a steady improvement among teachers.* Am I correct in this assumption, that our teachers are making constant advance as to competency and efficiency? There is no way by which this encouraging fact, if it be a fact, can be demonstrated. But that it is so, I have not the slightest doubt. The results of my own observations bring me to this conclusion. I have scarcely visited a city, town or neighborhood in which the public voice did not affirm that progress had been made in the right direction. Comparatively little progress has been made in some localities, because the people are parsimonious, or because the teachers are fossilized, asleep or dead. The schools improve—and this shows that the teachers improve. "As is the teacher, so is the school," is an adage verified by all experi-

ence. Like most general propositions, it requires a little modification in its application to some cases. Put a good teacher in a bad school-house, withhold necessary books, stationery and school furniture, require him to do the work of trustees, marshal, janitor and teacher all combined, and pay him a contemptibly small salary, and the probable result will be a poor school. Admitting all reasonable modification, however, it is a fact, and it will hold good to the end of the world, that you cannot have good schools without good teachers. This truism admitted, it is proved that we have good teachers, competent and progressive. Our schools are good: their teachers are efficient. Our schools improve: their teachers improve. This is the conclusion of the argument.

3. *The increased facilities for acquiring educational information.* Cheap printing, and steam communication between different parts of the earth, bring the means of acquiring knowledge of educational matters within the reach of all, and make the acquisition of each laborer in the cause the common property of all. At this day, there is no excuse for ignorance except natural imbecility. By the expenditure of a few dollars, the best standard works on education, and the leading educational journals may be obtained, so that a teacher, in even the remotest localities may keep abreast with the most advanced thought and movement of the age. I am happy to believe that our California teachers read much, and judiciously. If there are exceptions to this statement, the unfortunate parties may be easily recognized by the atmosphere of stagnation, stolidity, stupidity and Rip Van Winkleism that surrounds them. One of these *finished* teachers, who learned it all "at school," and scorns the idea that he can learn anything more from new books or periodicals, is enough to "fret a saint," and to drive a sinner to frenzy. His pretensions are in the inverse ratio to his knowledge. His forte is *criticism.* Without motion or true aspiration himself, he would oppose all progress, and chill all aspiration in others. Reading gives breadth to the mind and liberality to the feelings; brings us in intimate communion with the wisest and best of our race, and bears us onward with the choicest and most advanced spirits of the world in their grand forward march. Read, then, the current educational literature of your time. Read your own organ, the TEACHER, first, and then such other journals as suit your taste and your means.

4. *The liberal disposition of our people toward education.* While a few communities are distinguished for their lack of public spirit and their parsimony, the general disposition of our people is exceedingly liberal towards the cause of education. Evidences of this liberality meet us almost everywhere. Go to Sacramento, the capital of our State, and you will find public school edifices that will not suffer in comparison with the best to be found in our Eastern cities. Go to San José, and you will

see a school-house which for external beauty and internal elegance and convenience, is a marvel of architectural taste and skill, and a monument of the enterprise and liberality of the people who built and paid for it. Go to Oroville, and you will be gratified to see that the largest, most conspicuous and costly building in the place is the public school. Similar mention might be made of other places. In San Francisco, evidences of the enlightened liberality of our people everywhere meet the visitor's eye. The sightly and massive structure in which we are now assembled attests, if not the sound judgment, the generous spirit of the representatives of our people in dealing with the subject of education. Our people appreciate the value and necessity of popular education, and are willing to be taxed for its support. All they ask is, that the money they pay into the school fund may be equitably and judiciously expended. This suggests the importance of selecting good men for school officers. The best government may be rendered odious by a corrupt administration of its affairs. So the best possible school system may be rendered unpopular by a vicious administration. Boards of Education and Trustees should be chosen from among our best citizens—men of intelligence and integrity, above the suspicion of forming "rings" either to gratify partisan feeling or to make money. Talk of "rings" in a Board of Education! The thought is monstrous. Such a thing would be treason against liberty, an outrage against humanity in its dearest interests, sacrilege in the sight of God! Place our public schools in the hands of competent men, who will be faithful to their trusts, and there will be no lack of willingness on the part of the people to support them generously. They will emulate the noble conduct of the citizens of the German city who, as a reward for their valor in defending it against an attack of the public enemy, were offered by the Emperor the choice whether they would except exemption from taxation or a University, and they chose the University.

5. *Increasing harmony of feeling.* Unless I am sadly mistaken, a much more harmonious state of feeling prevails among the people of the State with regard to our public schools than existed two years ago. This, no doubt, is partly owing to a natural reaction after the great excitement of the late civil war. It may also in part be attributed to the fact that during the canvass which resulted in the choice of the present Superintendent, everybody relieved himself by freely "speaking his mind," and voting as he pleased, and after that all, like good citizens, subsided into acquiescence and tranquility. The discovery, too, has been made that sensible men were more nearly agreed in their opinions than they thought, and that their motives were the same, all looking to the best interests of our State in connection with the right education of its youth. I declare to you, ladies and gentlemen, that nothing has given me more gratifica-

tion in my association with the people of California, than the evidences I have observed of this growth of good feeling. Differences of opinion do exist with regard to the true principles of popular education, and the extremes are far apart; but I have strong confidence that if we deal with the question in a spirit of patience, conciliation and true liberality, all differences will be happily harmonized, every voice of discord and complaint silenced. Let all narrow and provincial notions be discarded; let none ride hobbies imported from localities whose wants and conditions are widely different from ours; let us seize upon whatever suits us, wherever found, and reject all that suits us not, come whence it may. As Californians, let us unite—yes, let us all unite—in perfecting, supporting, and perpetuating a school system adapted to our own wants, and that shall give the blessings of right education to the youth of our State as long as the sea breezes sweep over this great city, or the tides ebb and flow through the Golden Gate!

The statistics of the Department of Public Instruction sustain the belief that our public school interests are prospering. Let us glance at the figures:

Total number of schools in 1867	1,083
do. do 1868	1,213
Increase	130
Total number of school districts in 1867	981
do do 1868	1,056
Increase	75
Number of male teachers in 1867	616
do do 1868	676
Increase	60
Number of female teachers in 1867	773
do do 1868	924
Increase	151
Total number of teachers in 1867	1,389
do do 1868	1,600
Increase	211
Total number of pupils enrolled in 1867	62,227
do do 1868	68,959
Increase	6,732
Average number belonging in 1867	45,637
do do 1868	56,084
Increase	10,447
Total receipts for 1867	$1,242,447 31
do do 1868	1,257,068 21
Increase	$14,629 90

Total disbursements for 1867	$1,156,150 01
do do 1868	1,137,128 57
* Decrease	$19,021 45

The statistics for 1869 are as yet incomplete, but will show as large a ratio of increase as those of 1868—perhaps larger. These figures tell their own story, and suggest their own comment.

There is one drawback to the prosperity and progress of our schools, which I will mention here—and that is the frequent changes of teachers. During the past year, there has been a drain on our resources in this particular, which is severely felt. We have lost many of our best teachers. Some have gone into other professions; some have gone into real estate and stocks, and some have gone to White Pine. Besides the loss of male teachers thus occasioned, a considerable number of our lady teachers have been taken off in the midst of their days and usefulness, by—*matrimony!* This last source of danger to the profession has become so serious that, in presenting State Certificates to youthful and handsome lady candidates, I have felt it to be a duty to exact from them a promise that they would not marry—*under six weeks!* But, seriously, this is a matter of grave importance, and excites solicitude in the mind of every friend of education. We must enquire into the cause of this exodus from the profession of teaching, in order that we may know and apply the remedy.

One cause why some of our ablest teachers have left the profession is, that they hold their positions by so frail and uncertain a tenure. Politics have so freely entered into school matters, that our teachers have in some places come to look to the result of an election with fear and trembling, fearing decapitation on political grounds. Some independent, high-spirited men, rather than hold their places at the mercy or by the sufferance of a ward politician, have resigned, taking their chances for a living or for honorable starvation in some other calling. I cannot blame them, much as I may deplore the loss of their services. No man can work comfortably or efficiently with a sword of Damocles suspended above his head. Honorable ambition is repressed, enthusiasm chilled, energy paralyzed and hope crushed out of the soul under such a condition of uncertainty and suspense. And so good teachers, who love their calling and excel in it, break away from it, and are lost to it. As matters stand, I confess I am unable to suggest an adequate remedy for the evil. In a country like this, parties must exist, and elections will be conducted by party machinery; therefore it is almost impossible to exclude partisan influence in our school affairs. Almost, but not altogether impossible. One encouraging fact in this connec-

*The segregation of $44,000 belonging to the University Fund, subtracts that amount from this exhibit. Add this $44,000, and the increase will be $24,978 55.

tion is, that the members of both political parties denounce partisanship in the management of schools—the minority party for the time being naturally being the more energetic in its denunciations. I believe they are all sincere, though they may at times yield to temptation and use the guillotine a little in spite of their convictions and professions. It would seem that where everybody is right in theory, a right practice must be attainable. But, after all, the correction of this evil must mainly be the work of the teachers themselves. Let them rise above all partisan feeling, in their professional and social intercourse ignoring all such considerations, defending and sustaining one another as teachers at all times and with unswerving fidelity to the sacred obligations of professional fraternity—let them thus act, and respectful and just treatment will be extorted from all others outside of their calling. Let partisanship be banished from our own ranks as educators, and thus hasten the coming of the good time, the pedagogical millennium when every teacher can flourish his ferule in peace, with no politician to molest him or make him afraid!

Some are tempted to leave the profession in the hope of making more money at something else. The only thing that will reach some of these cases is to pay them better. Where a man cannot support himself and family by teaching, it is his right and duty to engage in something else. But no true teacher enters upon his work merely to make money. It is not a money-making vocation. The mere money-grub is a disgrace to the profession, and the sooner he is starved out the better. The true teacher is a philanthropist, who finds his reward in the results of his labor of love. He teaches because he has "a call" to teach. He teaches because God has given him an aptitude and love for teaching, and has commissioned and sent him forth holding in his hand the torch of knowledge. The teacher is born, not made. God makes teachers, not Normal schools. The Normal school takes and polishes the material which He furnishes. We have many such born teachers in California who would rather keep to their high vocation at the cost of poverty and obscurity than to enjoy the largest success or achieve the highest triumphs on any other theatre of action. These are they to whom we are most indebted for what has been accomplished in behalf of education in California. These are they who deserve the name of *teachers*, and make it honorable.

There are other hindrances to progress to which I have invited attention in addresses delivered in different parts of the State, and concerning which I will not be silent hereafter. I will not enter upon a consideration of them now.

These hindrances only check our speed: they do not stop the onward movement of popular education in California. The statistics I have given furnish tangible evidence of progress. A

personal inspection of our schools will confirm and strengthen the report of the figures.

We meet, ladies and gentlemen, just as the last rails of the great trans-continental railway are being laid. We meet under conditions suggestive and inspiring. The thunder of the locomotive as it rushes down the grades of the Sierras will soon be followed by the tramp of the millions who are coming to share with us the heritage of this land of promise. They will bring their contributions of ideas and moral influence as well as the means of material advancement and enlargement. They will exert an influence upon us, and we upon them. Let us, as educators rouse ourselves to meet the full measure of our responsibility. Let us rise to the height of our great opportunity. As pioneers, we have led the way in opening this vast Pacific slope to settlement and civilization. As pioneers, let us lead in the grand march of popular education. Adopting a cautious but liberal eclecticism, let us welcome every new co-laborer and every fresh impulse and every beam of true light, come whence it may, and pressing all into our Caiifornia mould, secure the highest possible results of the best possible system of popular education!

The President announced that next in the order of Institute exercises was the address of Mr. Swett on Arithmetic.

Mr. Swett said in the half hour that remained for that exercise he could only touch upon a few points, among which would be the most general principles, and the object to be attained in teaching arithmetic. The study was not one of his hobbies, and he had always thought that an undue amount of time was devoted to it. His selection of this subject was in consequence of his observation in the evening schools, which were made up of boys who have attended the grammar and primary schools, and he had observed a few defects in the results of teaching. There were two objects to be gained by instruction in arithmetic—one the calling forth of certain powers of the reasoning faculties, and the other the practical use of arithmetic in business. A great deal of what is learned is learned to very little purpose. Many, if not the majority of the boys, are taken out of school by the time they reach the age of ten or twelve, and their knowledge of arithmetic, with the exception of addition, subtraction, multiplication and division, was of very little value. In case a boy goes into business, and is called upon to perform some operation involving a practical business matter, he is not as ready as he is in the exercises of the school. He is then at a loss how to proceed.

Now, said the speaker, we should inquire what is the evil and what is the remedy. One great evil unquestionably is this: Children are kept at work in large numbers, and making calculations containing a very little amount of reasoning, and not involving any mental culture. Nothing is gained by keeping scho-

lars for years adding large columns of figures, or multiplying one large number by another, a great deal of time is thus lost. When a child is sufficiently expert to perform ordinary operations, all that involves nothing but mechanical work ought to be dropped. Two-thirds of all the time appropriated to the study of arithmetic could be more profitably devoted to something else. Another point he said was the teaching of decimal fractions. Some boys attended school five, six or eight years without ever learning to multiply one decimal by another. It was not a good arrangment to place decimals where the scholars did not reach them sooner. The decimal system should be taught before common fractions, as there was more use for them in the ordinary operations of business, particularly as our system of currency is based upon that system of fractions. A large proportion of boys who have to leave school and go to work never reach these at all and have to go outside and learn what they should have learned at school. [Here the speaker illustrated upon the blackboard methods by which decimals might be taught to beginners, and also how examples in abstract numbers might be made more profitable if they were to represent some business operation.] He was opposed to such an unnecessary amount of time being devoted to the study of English currency—so many operations in pounds, shillings, and pence. Scholars who were adepts in calculating sterling money could not be trusted to settle a grocery bill not involving over twenty-five dollars. There was no reason why they cannot give instruction in a manner to impart some mental culture at the same time. Again, teachers often exercised a class in mental arithmetic until they became expert in performing great varieties of operations before they knew much of written arithmetic; but they encountered a difficulty in performing those same operations upon a blackboard, on account of the absence of a link which the teacher ought to supply. [Here the speaker illustrated upon the blackboard the method of multiplying a fraction by a whole number, and one fraction by another.] He thought it would be well for the teacher to cut out all surplus matter in the tables: for instance, in long measure the denomination of furlongs; and in square measure, the rood. Those were denominations which the pupil had no use for, and could be dispensed with in our books, if only somebody could be found with courage enough to strike them out. The same applied to the difference in the number of cubic inches in wine and beer measures. He never was able to find any distinction between a gallon of beer and a gallon of wine or milk. These things were no longer in practice, and might be dispensed with.

The subject of per centage was also one of great importance, and which he thought too much neglected. They might take thirty, forty, or perhaps fifty boys who had advanced as high as the second grade; that had been six years to the public schools, and ask them to calculate the interest upon $150, at two per

cent. for one month, and they could not do it. He saw no reason why this might not be taught among the elementary branches. Their practical nature was no objection to them. Children in the primary schools were capable of understanding them. Here the speaker illustrated simple methods of computing interest.

Pupils should be familiarized with mercantile forms—orders, receipts, &c. He remembered an incident of an old-fashioned teacher once being paid off. The trustees asked him for a receipt. After a little hesitation, he sat down and wrote in fine style: "I have got the money." [Laughter.] He mentioned this to illustrate the frequent ignorance both of teachers and pupils, of common business forms. The speaker proceeded to illustrate upon the blackboard, a few methods of teaching principles which might be of use, more especially to the younger teachers.

The President announced that the order of exercises for the afternoon would be the reception of the report of the Committee on Text-Books, and discussions of a practical character. In the evening, a lecture would be delivered by Prof. Le Conte. Subject: The bearings of the recent discoveries of Science upon the Nebular Hypothesis. Also that the Second Assistant Secretary, Miss Dolliver, would read a poem. To-morrow, during the forenoon they would visit the principal schools in the city.

Dr. Lucky said he should be gratified to have the Institute visit the State Normal School, though he had made no special preparation.

Prof. Anderson moved that to-morrow be devoted to visiting the different schools and the State Normal School.

Mr. Wood said he hoped, if they did visit the schools, the teachers would entirely ignore their presence, and go on with their regular work, as he wished to see the schools in their ordinary operation.

Mr. Denman made some announcements to the teachers of the city schools relating to the contemplated visit of members of the Institute.

Upon motion of Dr. Phelps, the Institute took a recess till 2 o'clock, P.M.

AFTERNOON SESSION.

The President called the Institute to order at 2 o'clock. The services were opened with singing by the young ladies of the State Normal School.

The Secretary read the minutes of the morning's session, which were approved.

The President said that the special order for the afternoon session was the report of the Committee on Text Books.

Mr. Myrick, in submitting the report on behalf of the committee, said he approached this subject of text books with much diffidence, because, while they might discuss questions in the

abstract and receive universal assent, yet as soon as they came down to affecting material interests, then there was a liability to the springing up of differences of opinion; and as in California the material interests had so much influence upon all subjects, it was necessary to be very cautious how they affected them by their actions, because their material interests were represented by numerous houses of publishers. In preparing this report, the committee had been independent of all publishers and all agents, and had had nothing to do with any of them. They had simply considered and recommended those books which they believed to be best adapted to the school-room. He had himself been engaged more than ten years in trying to bring about changes, and the extent to which he had succeeded could be seen by going below Montgomery or below Kearny street into the stores and offices where they would find the results of his work. Whatever he had here to say on this question of text books, he should try to say with the same practical end in view, for whatever could not be reduced to practice could be of no account in practical public education. As regarding the different works before the committee, most of them were recommended by Mr. Swett, the predecessor of the present State Superintendent. Many of them were good books, and some of them needed a little correction. For instance, in the State they had Eaton's Arithmetic, and in the city, Robinson's. Each of those works had its partisans and its friends, and the committee concluded in that regard to let well enough alone, and to recommend no change of the arithmetics in the State.

The next books under consideration were Readers. They had already a series in the schools, which from the primer to the fourth reader might be considered very good, and as far as those were concerned the committee could not advise any change which would affect the work of the school-room. But taking the fifth of the series, they found that there was an immense mass of information throughout the pages of the book, but that information was not presented in an attractive form. The pupils would always go to their work with aversion, because although the matter was very good, it was not presented in as desirable gradations or form as the lower books were. However, they had concluded to pass the readers and say no more about them, only to recommend an additional work for the higher class on elocution.

Next they took up the subject of Geography. This had been a matter of much consideration with the committee. They had thoroughly discussed and examined the subject. They had Cornell's Series, Cornell's Grammar School, Cornell's Primary; and had also Adams' and Warren's Physical Geography for the higher classes. GEOGRAPHY was a subject requiring constant improvement, because the world is constantly changing—not only the physical world but the men and women that live upon the phys-

ical world. Political governments were changing; ten years ago Cornell's Geography was a very good one in its way. It was considered to be in advance of anything they had before. It was far ahead of Mitchell's cumbersome compilation. But ten years ago is not now. Since then the map of Europe has been remodelled, and the Western Continent had undergone remarkable changes. There is now no geography in use properly representing reconstructed Europe, nor in fact, the present reconstructed America. Neither a British geography nor one published in the United States. In fact there was no geography that was up to the times. Cornell's geography was antiquated; as long as they lived on this earth, and particularly as long as they were teachers, they must keep up with the times, and their geographies must keep up with the times. Ten years ago a person living east of the Rocky Mountains might be made to believe that the principal gold-bearing region of the Pacific Coast was in the Sacrameto Valley, and that the Sacramento River emptied into the Pacific Ocean. But there was no teacher before him who would teach a pupil at this time such absurdities. He could go through with Cornell in this way point by point, and item by item. The committee thought, in view of the defects of the book, that they should have a new one introduced that would meet the want of California, and in view of this want, Professor Clarke had brought out a book—an enlarged one—too large (laughter), enough to terrify a boy of twelve years old on account of its size. It was circulated throughout the State, and though it had the influence of the then State Superintendent to back it, it fell as a dead weight. The teachers came to this Institute a year ago, and they did not want any more of Clarke's geography; and they were all sure to mention it by name. The city teachers had tried to introduce it in the lower grades, below the first and second; and some, he believed, had smuggled it into the third, but they were all very soon heartily tired of it, and so they laid it aside, and only used it for a reference book. Since then he was happy to say a Mr. Clarke—whether the author of the larger work or not he knew not—had brought out a new book that began at San Francisco for the center—for the "hub" —and it went out around our bay and over our coast, and then over the Rocky Mountains, and then it traveled to Europe, Asia and Africa; and it had adopted all the later fashions and improvements. He supposed that in reference to map drawing there was something very original in it, though it seemed to him that he had seen something like it in his youth. However, it was no matter where they found it, it was here in this work, and he was glad to see it. The book was very simple. It could be placed before a young child and easily understood, and if they wished to have pupils draw maps all the outlines and boundaries were so very distinct that the child's eye would be readily guided. The appearance of the book was good, the matter well arranged,

and on the whole it struck him that this was *the* California book. (Applause.)

But that book was not large enough for all pupils, and the committee had therefore considered another which was the result of the work of the East—the result of the work of the teachers of the State of New York. Here they found physical geography, and all that was necessary to teach their pupils concerning physical geography generalized sufficiently not to tire the pupil. They also found descriptive geography sufficient in this book for all practical purposes. The book was called Monteith's Physical and Intermediate Geography. They could not find in this book all the small towns, and all the rivulets throughout the United States and Europe, and Africa; those were all omitted, and only important places were mentioned; those which should fasten themselves on the mind of the boy or girl, those things that should be memorized, and can be memorized with advantage and retained in the memory. And, while teaching descriptions to their pupils, they would have here physical geography all the time, and they would have, also, the changes that have taken place. It was the same with history, and especially the different departments of physical geography. These were considered better, he thought, than in Warren's, but the members could examine these books for themselves. They should pay no attention to book agents, but examine always for themselves. What was wanted was that which was best for the school room, and with that view the committee had recommended those two books.

Mr. Myrick then read the report, which was as follows:

To the Hon. Chairman of the State Teacher's Institute:—Your Standing Committee on Text books beg leave to report:

1. That there are five text books on geography authorized to be used in the public schools of the State, to wit: Warren's Physical, Cornell's Grammar School, Cornell's Primary, Clarke's Large and Allen's Primary.

2. That your Committee recommend that the number of books on geography be reduced to two, to wit: One for primary schools and one for grammar schools; thereby saving a great expense to parents in the purchase of books for their children.

3. That your Committee recommend Clarke's Intermediate for Primary and Monteith's Intermediate for Grammar schools, and that no other be authorized.

4. That the Committee present to the Institute for consideration and adoption as a rhetorical book, Bonnell's Manual of Prose Composition, in accordance with the recommendation of the State Superintendent.

5. That your Committee further recommend the adoption of Marks' First Lessons in Geometry, to be used in the proper grade of classes.

6. That your Committee recommend that there be no further changes of books in the Public Schools of the State.

Respectfully on behalf of the Committee,

T. S. Myrick.

In regard to the fifth recommendation of the Committee Mr. Myrick said it gave him great pleasure to state that the Committee were proud in making this recommendation, to know that a teacher in San Francisco was the person who had presented to them a book so well adapted to the wants of this State. (Applause.) The whole report had been unanimously agreed upon by the Committee.

The President suggested that the proper course would be to take up the recommendations of the Committee in their order, and act upon each separately.

Mr. Denman moved that the report be accepted and the Committee discharged, in order that it might be properly before the Institute. The motion was agreed to.

Professor Anderson, moved that the report be considered *seriatim*, section by section, and said there were some things in it which he could approve with all his heart.

Dr. Lucky called for the reading of the resolution adopted last evening on the subject of geographies.

The President said he could state the substance of that resolution. It was that this Institute indorse Warren's and Cornell's Geographies now used in the schools of this State, and recommend the State Board of Education not to change the same. That resolution was adopted yesterday. If the Institute had changed its mind it might be proper to test that question before acting directly upon the report, by a motion to reconsider that resolution.

Mr. Prior moved that the rest of the report be now considered, and that the geographical branch of it be postponed for consideration at a future time. His reason was, that it might perhaps take up too much time to discuss that resolution—time that could be more profitably used in considering the rest of the report.

Professor Anderson said he would like to suggest that many of the members had been unable to be here in season to act upon that resolution. He had always been opposed to snap judgments, and yesterday being the first day of the convention he thought it was premature for those who were present to set up their judgment against that of the whole of this teachers' convention. They should not have acted at all upon so important a matter as the adoption of text books, without a full convention. He was largely interested, and wanted a voice in the adoption of these geographies, and thought that all the teachers who had reached the convention since yesterday had also a right to be heard, not only as a matter of right but a courtesy to them. He therefore hoped that somebody present who had voted in the

affirmative would have the courtesy to move a reconsideration of the resolution.

Dr. Phelps moved for a reconsideration.

Mr. Denman said, as the mover of that resolution yesterday, he would state that the motion was only made because it had been given out yesterday that the afternoon would be devoted to the examination of text books. When the motion was made to discharge the committee he thought, himself, it would be rather discourteous not to give them time to report; but as it had been given out that the subject of text books would be taken up, he had offered the resolution yesterday afternoon. He now heartily seconded the motion to reconsider.

The President said the Institute would understand that the reconsideration was a mere matter of courtesy—that by voting for the motion to reconsider, they neither voted for nor against any particular text book. The reconsideration was only a matter of justice and courtesy to those teachers who were not present yesterday, so that they might have a fair expression of their views and get at the aggregate judgment of the whole Institute.

The motion to reconsider was agreed to.

Mr. Denman moved that the Institute now take up the subject of Geographies.

The President suggested that the proper way would be to take up the report, and act upon it *seriatim*.

Professor Anderson raised a question of order, that the resolution was now before the Institute, having been reconsidered.

The President sustained the point of order, and stated the question on the adoption of the resolution.

Mr. Prior moved that the resolution be laid on the table, and the motion was carried.

The President proposed to take up the report of the Committee, and go through with it. They had all heard the report and understood it, and they had had a whole year to consider the matter. It had been brought before the last session and a Committee appointed, the object having been repeatedly stated and published in THE CALIFORNIA TEACHER. If they were ever going to be ready for action, he thought they should be ready now.

The report was taken up, and the Secretary read the first paragraph, recommending Clarke's Intermediate Geography for the Primary, and Monteith's Intermediate for Grammar Schools.

Mr. ——— said he believed there were a great many teachers who had not seen or examined either of the geographies mentioned, and he thought every one should have a fair chance to make a thorough examination. For that reason, they had better postpone this recommendation to a certain time in order to give every one a chance.

Professor Anderson moved the adoption of that portion of the report, and said he would state his reasons for making the motion; for one, he had not been inclined to lay back on his oars

and wait until copies of these books were put into his hands, but he had procured the books, and had examined them, and found them worthy of his approbation, and then he had gone to work and taught with them, not being limited at the time to the public schools. This second book was a revised edition of Monteith and McNally's Geography, and a better work was never seen in a school. The same objection which had been made by Mr. Myrick had presented itself to his mind when he examined Clarke's Geography. In the institution in which he was then teaching he adopted Clarke's Geography for one class, and as soon as he could he threw it aside as not suitable for even advanced pupils. He did not do so from any prejudice for the name of Clarke, however. He supposed that the same gentleman who published the Historical Geography was the author of this Intermediate work, and he had examined it carefully, almost sentence by sentence. Whilst he could point out faults, yet the book in its general tenor met with his hearty approbation, more than any other book of its class which he had examined. There was only one objection that he had to that part of the report—perhaps it was not strictly in order to mention it at this time—and that was, that this book scarcely came down to a period when children might, with advantage to themselves, begin the study of geography. That was the only objection he had against the book, and he could with all his heart recommend it to teachers. He firmly believed that if the practice of teaching geography was simplified, as in that book, it would become—not a dry, monotonous study in the school-room, but one of great advantage to pupils and a pleasant exercise to the teacher. He therefore hoped that these two books would be adopted, and then action might, perhaps, afterwards be taken to introduce some similar work into the hands of little children. They had a right to something which would be still closer to their comprehension, and they could have it without great expense.

Mr. Myrick said it gave him pleasure to hear a gentleman speak who was not connected with the public schools.

Professor Anderson said he was connected with them, now.

Mr. Myrick said, at any rate, he was glad to hear from one who had taken occasion to examine these works for himself. He would say, however, to the Professor, that the reason the Committee didn't wish to recommend any more books, was because they wished to avoid expense as much as possible, and the teachers in the city taught orally, so that there was no occasion for a lower book. They believed here in oral instruction, and so far as that was concerned, he could see no objection to the report.

Professor Anderson said he did not wish to be understood as objecting to the report at all.

Mr. Myrick said, furthermore, that he had tried this book the last few weeks in his school-room—had placed it in the hands of

his lady assistants, and without telling them his object in regard to the matter had simply asked them to take it and look at it, and try it. He believed, that so far as it had been used, the lady teachers were perfectly delighted with it, and he had heard the same from other schools. They must have the right book in the right place, and they wanted such a work on geography, that the ladies could take it into the school-room and use with advantage.

Mr. McKinney said he hoped they would vote down this portion of the report, and re-adopt the resolution passed yesterday. He spoke in behalf of the public schools of the State and the country. He had understood Mr. Anderson to say that he expected there would be a vacuum to be filled by some smaller work, and every teacher knew that one of the greatest of nuisances was the different series of books. They ought to have one series from first to last, but they had Willson's Readers and Cornell's series, and now they proposed to introduce McNally & Monteith, and then some smaller book published, perhaps by another author.

The President said that was not the recommendation of the Committee. There was no smaller work mentioned by the report—only those two.

Prof. Anderson said he had evidently been misunderstood again. He stated distinctly that he was in favor of the adoption of that portion of the report, and what he had said about there being a vacuum, they might consider as a vacuum, and not notice it. So far as he was concerned, he proposed to fill that vacuum out of his own head, but he wanted those two books, if he could get them.

Mr. McKinney said Professor Anderson acknowledged that the two books were not suited to all capacities, and he certainly did say that it was necessary to introduce some smaller work. Then there was a vacuum. He thought they had better hold on to Cornell's Primary and Intermediate, to avoid the expense of change. He had a prejudice against changes, and it seemed to him that the introduction of this intermediate geography would pave the way for the introduction of other greater nuisances. They had better let well enough alone, and not, when they had a good piece of meat in their mouths, jump at shadows. They had better hold on to what they had till they could get something superior, and they ought not to have more than two geographies anyway.

Professor Knowlton said he believed a suggestion was made yesterday, that it might be better after the committee had made its report recommending the books, to postpone the final consideration and adoption of that report until near the close of the Institute, so as to give all the time possible for examining the books recommended. They could not have known till recently what books the committee would recommend, but now they did

know, and every gentleman and lady connected with the Institute, or interested in the cause of Education, could have an opportunity, for two days yet, before voting, to compare these books with others. Then when they came together again they would save a great deal of time. They might get up now and talk, but many scarcely understood what the talk was about. For his part, he cordially agreed with the recommendation of the Committee. In his school for the last two weeks, ten copies of Clarke's Imtermediate had been placed in the hands of the teachers, and placed in the hands of the scholars, and they could see clear across the room the outlines of those maps. The water lines were left off so as to leave the outlines distinct, and nothing superfluous was on the maps, but they were simple and plain as could be. There was not a word in the book which was not well to be learned, and they did not have to say to their pupils: "In the lesson for to-morrow you may omit such and such sections." On the contrary, everything there was necessary and fit to be learned. He was in favor then of the recommendation, but would now move to postpone it till Friday afternoon.

The President said it had been suggested that the Institute adjourn *sine die*, at noon on Friday, so that the teachers from the country could go home to spend the Sabbath under their own vines and fig trees.

Professor Knowlton said he had thought they might stay from one till three o'clock in the afternoon, and then they could do more in 15 minutes than they could now in two hours. They could not have examined the books thoroughly, because the report was but just now submitted. He would have no objection, if the Institute was to adjourn at noon on Friday, to postponing this part of the report until Thursday afternoon.

Mr Conklin said he believed these geographies recommended by the Committee were the only ones with which the teachers were not familiar. He thought the motion to postpone had better be limited to that part of the report, and the merits of the other books could be properly discussed and passed upon now. The reasons which had been given for the postponement of the final decision in regard to geographies, seemed to him very just.

The President suggested that to meet the views of Professor Knowlton, it should be stated in his motion that when the consideration of the subject should be resumed it would be to vote, and not to talk much, because the programme was full for every day and every hour.

Professor Knowlton said that was the very point. They now talked, because they did not know how to vote. Let them fix the time for taking up the question of text books, and in the meanwhile they could all prepare themselves, and be ready to vote. In regard to the remarks of Mr. Conklin, he would say that there was one book recommended, namely, the rhetorical work of Bonnell's, which was certainly entirely new to California teachers in

general. For that reason he thought it would be better to postpone the whole subject of text books.

Mr. Conklin said if they postponed the whole question it would all come up in so brief a space of time, that he thought they could not do justice to the subject. He preferred to pass now upon the books with which the members were already familiar. It might be well, perhaps, to limit the debate as to the others.

Dr. Phelps said he could not vote to recommend a book which he had never seen, and this book had never been in his hands at all. He had seen it at a distance, and it looked very well, but he could not recommend it on that.

Mr. Prior said Dr. Phelps had examined the book very closely last year, and this was the same one.

Dr. Phelps said he had supposed it was a different one. When it was presented last year a gentleman wished him to favor it, but he told him he could not till he had examined it. The gentleman presented him with a copy, and he took it home with him that evening and read twelve pages, on which he marked no less than fifty errors. That was Clarke's Geography, and he told the gentleman that he could not recommend a book like that. The gentleman begged him not to vote against it, because if he did, it would kill the book, and it would never get into the schools; but he suggested instead that if he would take the book and revise it, the publishers would pay him a good sum for his work, and then have it introduced in the schools, as they did not wish to introduce a book containing errors, but would have them corrected and publish a new edition. Perhaps the publishers had done this, but for his part he had heard nothing more about it since that time. He examined the work sufficiently then to know that it was full of errors. They had tried in the schools the large geography, and it was universally condemned, and the small geography, he understood, had also been popularly condemned. If this was a different work he was glad of it; but if it was similar to the small and the large, neither of which were fit, then this Intermediate Geography ought not to be adopted without a good and careful examination.

Mr. McKinney suggested that the subject of geographies be postponed till the closing hour, then to be finally voted upon without discussion, but that they have the discussion now, and during the interim parties could make all necessary examination. If it were postponed till the last hour, and not discussed now, it would then be voted upon under a kind of gag rule.

Professor Knowlton said that was eminently reasonable and exactly in line with other proceedings. They certainly ought to discuss it now before knowing anything about it. It was manifestly a very fit time to discuss the book now, because they had never seen it. He presumed that all could see the reasonableness of that without further argument.

Mr. Howe, of Alameda, said he wished to state one or two things about Warren's Intermediate Geography. It had been said that this was full of errors, but he would like to ask how many pages there were in Warren's Intermediate that had not mistakes. Questions were asked as to where was such a town or river, when it could not be found upon the map. There were two instances of that in Iowa and two or three in other States, and he knew that scholars had asked him for towns and rivers, and he could not find them on the map. If Clarke's Geography was full of errors, so was Warren's, but there was no use in condemning a geography because of typographical or other errors. He had examined this work slightly, and Clarke's larger work carefully, and he did not object to it because the name was Clarke. He would like to give the book a careful examination, and then would be prepared to say what he thought of it, but he did not want to condemn it because there had been a few errors which were perhaps easily corrected.

Mr. Prior said he had examined the so-called mistakes which had been discussed by Dr. Phelps, and they were mostly mistakes made by the printer, and other slight mistakes which had no relation at all to the information contained in the book, and that so far as he knew was perfectly correct. The errors were purely typographical, or perhaps, in some instances, slight grammatical errors. He approved the book very heartily, and should like to see it introduced into the public schools.

Dr. Phelps said they were not simply typographical errors which he had discovered, though no doubt, some of them were, but there were errors in fact, in grammar, in reference to places, and in the pronunciation of words. There were errors of all kinds—errors in the use of language and in the choice of words to express ideas.

Dr. Phelps, (proceeding) stated that he was merely going to add that he understood the book now presented was a revised edition of the one he saw last year. If so, perhaps the publishers had corrected all the errors in it and made it a perfect book, but he could not recommend it without looking to see whether it was perfect or not. He could not recommend a thing that he did not know anything about. If they made any changes in books, let them introduce only the best they could get. It was desirable, too, when there was a series of books, to have them all by the same author, instead of having Cornell's Primary and Clarke's Intermediate and somebody's else Grammar School Geographies. In that way they would avoid confusion and repetition, otherwise unavoidable, because no two men would write in the same line, or classify subjects in the same way. If there was to be a series of Geographies, let them have them all by one good author, and whether Warren's, Clarke's or Cornell's were preferred, let them take the whole series. At all events let them examine the books before recommending them.

Mr. Humphrey moved that that part of the report referring to geographies be postponed till to-morrow afternoon, and then taken up and passed upon without discussion.

Professor Anderson said it would seem from his hearty indorsement of the book that either Dr. Phelps was grossly ignorant of the English language and of the geography of California, or he was.

The President—Or both. (Laughter.)

Mr. Anderson said he would not contest that matter before the Institute, but wished to set himself right in one particular.

Mr. Prior rised to a point of order, that there was a motion before the house.

The President said he thought Mr. Anderson was a little out of the line of parliamentary order, but by consent he might proceed.

Mr. Anderson said he was a teacher in the public schools and was glad of it. He had been a long time in the public schools of this State and a longer time in private schools in this State; and when he was in a private school untrammeled, he bought this geography and sat down and examined it almost line for line, and he thought from his long residence in this State, and from the observation he had given the subject, and his experience as a teacher in the school-room, he was somewhat familiar with the geography of California, and he denounced as incorrect altogether the statement of inaccuracies in Clarke's Geography. It was as free from blunders as any book that had been presented here, and he claimed, for himself, to be equal to the decision of any question in regard to the correctness of the English language, as used in that book or in regard to location of places as located in that book. He had not only examined it carefully, and read the criticisms of the press upon it, but he had put copies of it into other teachers' hands wherever he could make it convenient to do so, not selling copies but buying them himself and giving them to the teachers, for their criticism and suggestions. In indorsing that book before this convention, he was prompted by no mercenary consideration. Bancroft, or whoever the publisher was, had never presented him with so much as a copy, but he examined it in the interest of the schools, for he was more interested in securing the use of proper text books than anything else connected with the schools. It was true that the word "hence" occurred very frequently in the original book, but that was doubtless a peculiarity of the writer, and that had been ruled out of the later edition, which was a corrected edition.

Dr. Phelps said he thought it did not follow from his remarks that either he or Professor Anderson was ignorant of the English language.

The President—Not at all.

Dr. Phelps said this might be a revised edition, and perfect in

its language and all the errors corrected, but he must still insist that he could not recommend it without examining it.

Professor Knowlton suggested that a resolution be now introduced to settle the time for final adjournment, and if they could postpone that till Friday afternoon, they might then postpone the decision of this important question till then. If he could get consent to allow this matter to be held in abeyance for a few minutes, he would offer a resolution fixing the day and hour of final adjournment. After that they could intelligently dispose of this question. Professor Anderson and some others had examined the work thoroughly, but they had it from the mouths of other teachers here that they had not examined it, and were not prepared to vote upon it this afternoon. If the work was as good as it was represented by Professor Anderson, probably the recommendation would be adopted by a unanimous vote.

Mr. Britton, of Colusa, said he thought it would be best to settle the question about geographies at this time, for the reason that some of the country teachers had to leave here perhaps before Friday, and they would want to vote upon this question. He was decidedly in favor of the present school geographies and opposed to any change. It seemed to him that the speakers had all thus far spoken on one side, but there were always two sides to every question. They had looked only on the bright side of Clarke's Geography, and for his part he was entirely opposed to making any change at present. If there were errors or omissions in the present geographies, a teacher of any practicability could correct and supply deficiences, and there was no necessity for putting parents to additional expense. He believed a majority of the country teachers would be found opposed to the change, and he hoped the question would not be postponed.

A delegate suggested that the motion be modified by omitting that part which prohibited discussion.

Mr. Humphrey said he thought that discussion had better be limited, on account of want of time.

Professor Anderson suggested that very few teachers here would even see Clarke's Geography between this and the time they were expected to vote to-morrow.

Mr. Clark, of Solano, moved that this subject of change of geographies be indefinitely postponed.

Mr. Simonton said he wished to say a few words.

The President said the motion to indefinitely postpone, he believed, was not debatable except for explanation. If the getleman wished to explain, he might do so; but if he was going to argue the matter, the Chair would have to bring Jefferson, Cushing and all the rest to bear upon him.

Mr. Simonton said under such circumstances he would not not undertake to say what he wished to.

The question was taken on the motion to indefinitely postpone, and the motion was lost—ayes, 15; nays, 33.

Mr. Howe called for the previous question.

The President said the question was on the motion of Mr. Humphrey that the consideration of the geography question and also the consideration of Bonnell's Manual of Prose Composition be postponed till to-morrow at the afternoon session. The question was taken on Mr. Humphrey's resolution, and it was agreed to.

The Secretary read the next clause in the report, as follows:

"The Committee recommend Marks' First Lessons in Geometry to be used in the proper grade of classes."

The question was put without discussion, and the recommendation was adopted.

Mr. Schellhous inquired in what grade of schools it was desired to introduce this work on geometry.

The President said the State Board would consult with the author of the book, perhaps, and indicate the grade in which it should be used. If Mr. Marks wished to make any remarks on that subject he would be heard with pleasure.

Mr. Marks said he had been invited some time ago to occupy fifteen or twenty minutes on this subject, but had declined because he did not wish to occupy the position of riding a specialty or a hobby. He, therefore, would let it pass by now, but would at any time confer with the State Board in reference to placing the book in the proper grade.

The President said he wished to make a few remarks in this connection. He hailed the appearance of this book with peculiar satisfaction as one meeting a want which teachers had felt and expressed for a long time—namely, an elementary work of this character on geometry. It had been the opinion of many of the best teachers in the East and in California that geometry should be introduced into the schools at an earlier period, and all who had given the subject special attention had come to that conclusion. He was gratified also upon another consideration to which he wished to give expression in this connection, namely, that this was a California book; and he wished it to be understood that in his official capacity, so far as he had any personal influence in the determination of such matters, all things else being equal, he was for California books and California authors at all times and to the end of the chapter. (Applause.) This coast had peculiar wants, and was developing a system somewhat peculiar in its features, and he hailed with peculiar satisfaction every appearance of enterprise on the part of our publishers, and every effort of our California authors to meet our wants. All things being equal, he would vote with both hands and all his heart for California books. (Applause.)

Dr. Lucky said he presumed he was the only teacher present, except his worthy assistant, Mrs. Clark, who had taught with this book. He did not know and had not heard of its being introduced in any of the schools except the State Normal School. It had been taught in the junior class in that school for about

two months, and the unanimous verdict of that class was that it was an excellent book, and the teachers agreed with them.

Professor Knowlton said before going further, it seemed to him that one consideration had been overlooked. They had passed a vote to spend to-morrow morning and Friday morning in visiting the schools in this city. If they would only spend to-morrow morning in that way, of course they would have, as a deliberative Institute, only one more session. He moved to reconsider the vote in regard to adjournment, and moved that instead, the final adjournment take place on Friday, at three o'clock, P.M., as that would be time enough to enable all the country teachers to reach the afternoon boat.

The President said the motion was seconded by the County Superintendents of two of the most remote counties.

Mr. Clark, of Tulolumne, said he should like very much to visit all the schools if there were time enough, but thought they might also meet on Friday morning, as an Institute, and only visit the schools to-morrow morning. He would suggest an amendment to the motion so as to meet as an Institute on Friday morning as well as Friday afternoon.

The President suggested that the Institute could as well determine that question to-morrow.

Mr. Clark said then he would simply second the motion as it stood.

The motion of Professor Knowlton that the Institute adjourn *sine die* on Friday afternoon was carried.

Mr. Howe inquired if there was anything else to come up in the way of business this afternoon, and said he desired to say something about Quackenbos' and Brown's Grammars.

The President said that subject was to come up to-morrow afternoon.

The last clause of the report of the Committee on Text Books was read by the Secretary as follows:

"Sixth. That your committee recommend that there be no further changes of books in the public schools of the State."

Professor Anderson said if that last clause were adopted, in his opinion it would preclude getting at the subject of grammar or anything else in the way of text books. He was not in favor of adopting that clause, and would therefore move that it be adopted, intending to vote against it, so as to leave the matter an open subject. He was opposed to both Browns' and Quackenbos' Grammars, the State Committee, the President and State Superintendent, the State Board of Education and all others to the contrary notwithstanding. And he said this with all due deference to their judgment, because he had found them entirely unsuited to the public schools.

The President said perhaps the better course would be to defer action on that recommendation, and let it come up under the same head as the other special order at the opening session to-

morrow afternoon. They did not wish to institute any gag law, and the object he had in putting the question of text books forward prominently was to do just as the Institute had done, namely, to elicit the opinions of experienced teachers, such as Professor Anderson, Dr. Phelps, and others, some of whom had spoken, and some had not; to say nothing of the ladies whose zeal he hoped in this matter was commensurate with their modesty, none of them having said anything this afternoon.

Dr. Phelps moved that the last recommendation of the committee be postponed till to-morrow afternoon.

A member inquired if they would have the right to change the text books on grammar, even if they wished to do so. He understood that no change could be made for four years, and that Brown's series of grammars had been already adopted, to take effect next June, and that the law prohibited their being changed for four years.

The President said the question before the Institute was on the motion to make the recommendations the special order of to-morrow afternoon.

The motion was agreed to.

Professor Knowlton said he had two suggestions to make. The first one was in regard to remarks which had been made by several gentlemen as to applying a gag law to-morrow afternoon. He knew a good many would like to see him gagged, but that was all right. (Laughter.) But the point he wished to make was this. It seemed to him that in this matter they were to resolve themselves into a jury, and to do their deliberation and reflection between now and to-morrow, when they came together. Then, of course, they would have an opinion to express; and as he had once heard it said, a man without an opinion was worse off than a man without a copper in his pocket. He hoped that to-morrow they would come with their opinions formed, and express them by their votes. The other point was in regard to Dr. Phelps' remark, that he had examined Clarke's Geography very critically and carefully twelve months ago. As the book was not published till three months ago the Doctor must have been gifted with foresight.

Mr. Humphrey said any member of the Institute might visit the book store and look at the book for himself.

Mr. Swett moved to proceed with the regular business of the afternoon, which he understood was to be a lecture by Dr. Lucky on Grammar.

Dr. Lucky said he understood the time appointed for that lecture was to-morrow morning, and he supposed of course, as there was no session to-morrow forenoon, it would go over till afternoon, if not altogether. While he was up he desired to call attention to the fact that a great deal had been said about Clarke's Geography, but nothing at all about Monteith's Geography, with which none of them were acquainted. If nothing was to be said

about Monteith's, he feared they would be in worse condition to decide about that than about Clarke's. He hoped the teachers present would examine both books and come to-morrow prepared to act.

The President said it was a good suggestion, but he thought the subject of Geographies had better be dropped for the present. He expected that the subject of Arithmetic would be resumed this afternoon for further discussion and illustration.

Professor Anderson gave notice that he had placed on the Secretary's table a book which he believed to be more valuable to the teacher's profession than all the Institutes ever held. He referred to a book called, "In the School-room, or Chapters in the Philosophy of Education," by John S. Hart, L.L. D., Principal of the New Jersey State Normal School.

Mr. Swett, I move that we adopt it as a State authority. (Laughter.)

The Institute here took a recess of ten minutes.

The President on again calling to order announced that copies of Clarke's and Monteith's Geographies, and also of Marks' Geometry would be found this evening on the Secretary's table, so that members of the Institute could have an opportunity of examining them. He now suggested that the Institute resume the consideration of the subject of Arithmetic.

Mr. Schelhous said he thought the most practical benefit would be derived from the expression of opinions in regard to the best method of teaching mental arithmetic.

The President said that subject was before the Sacramento County Teacher's Institute, and the exercises there were very interesting. He had ever since a very high opinion of the importance of that branch of the subject, and would invite Mr Simonton, of Solano County, to give his views in regard to mental arithmetic or any other phrase of the subject he might desire.

Mr. Simonton excused himself on account of being unprepared.

Mr. Schelhous asked that Professor Anderson gives his views on Mental Arithmetic.

Professor Anderson came forward and delivered a short address. He said his opinion on the subject of mental arithmetic was, that, as it was taught in the public schools at the present time, to use an impolite term, it was a humbug. Philosophers had classified the faculties of the human mind, and taught that some of the faculties were earlier developed than others. First in order, we have the perceptive faculties, next the expressive, and then the reasoning and reflecting faculties. Mental Arithmetic was commonly introduced in the schools at that age of the pupils when all the exercises should be calculated to develope the perceptive faculties, and yet by means of mental arithmetic, they were trying to stuff reasoning down the throats of children, making them go through syllogistic arguments, when they really

understood nothing about what they were doing. For instance, a question would be put like this: Suppose that one apple cost two cents, what would six apples cost? The child would be able perhaps to solve the problem, and answer twelve cents, but then it was made to go through a long formula by way of demonstration. (The Professor here repeated a long formula greatly to the amusement of the audience.) He had known children to be drilled in this absurd manner from month to month, and from year to year, before they were able to understand the most ordinary principles of addition and subtraction. He believed that his views in this respect accorded with those of the late State Superintendent. He never would consent to force upon children such a process of reasoning, before they arrived at a period when the reasoning faculties could be expected to be developed. They had, in the question which he had given, a major and minor premise and a conclusion, and the problem was as syllogistic as anything found in the most abstract treatises on Logic. They were really attempting to develope a faculty unnaturally at a time when it could only come in opposition to the development of the perceptive faculties. Children should be taught to use their eyes instead of having their minds stuffed in this way, and the teaching of mental arithmetic was generally so much waste of time. He would place Robinson's Rudiments, or what is better still, would place himself before the children and teach them to go through the operations of arithmetic proper to be taught them without the aid of books at all, then in a short time they would be prepared to take up mental arithmetic, by developing the ability to count, which was easily done by the object system of teaching. He was at variance with all the modes of teaching mental arithmetic that were laid down. He had examined Stoddard's, Burns' and Robinson's, and had long used the latter, and if left to his own judgment would have no other in the schoolroom. It was clear, concise, and everything put down in such a way that the child could readily understand it. But he found that these books would not subserve the purposes for which they were intended. He could not make a child take up such a book and understand it further than about the first twenty pages, because beyond that more mental concentration was required than the child possessed. The result of forcing them beyond their comprehension, was, that they would get into a rut of formality. They would take the form of solving one question for all others. He preferred to adopt the theory of first developing the reasoning powers before requiring the child to prove everything. He said there was a faculty of faith in children to which they must trust. He would not require a child to reason, or to demonstrate before even daring to use the multiplication table; and the demonstrations they were required to learn in mental arithmetic constituted a mere rigmarole of words, utterly unintelligible to a child.

The President called upon Mrs. Clark, of the State Normal School, to express her views on the subject.

Mrs. Clark begged to be excused, saying, "nothing from Clark will be accepted perhaps." (Laughter.)

The President expressed regret that the lady teachers did not take more active part. They should consider this as a sort of family gathering among themselves, and express themselves without hesitation or embarrassment. Had the ladies spoken more, the discussions would very likely have been quite as profitable, and sometimes in better taste.

Mr. A. L. Fitzgerald said he had listened to the exercises in Arithmetic with a great deal of interest, but thought the speakers did not go far enough, or were not radical enough. He was very strongly in favor of the French decimal system, and believed if more attention were devoted to that, it would save a great deal of the time they were now compelled to spend on compound numbers. He once asked an advanced class why the letter *d* was used to stand for "pence," when there was not a *d* in the word, and not one of them could tell him. It had never occurred to them that it stood for anything—only an arbitrary sign—but they had used it for months and years, because it had been taught them. He hoped the time would come when they would banish a great deal of useless matter now taught in arithmetics, and adopt the decimal system entirely. He saw no necessity for a child devoting month after month to the arbitrary learning of the multiplication table, for instance. Give him an idea first what number is, and the boundary of numbers, and he would soon know the multiplication table. He believed that the smallest child could reason, unless there was some mental defect that could not be remedied by teaching. He was not prepared, he said, to give his views in detail, but would merely say that he was satisfied that two-thirds, at least, of what was now taught in arithmetic, was beyond the comprehension of nine-tenths of the pupils. If they would adopt the proper system of teaching arithmetic, he believed the whole system of mental arithmetic would settle itself.

Mr. Carlton being called upon, said he had scarcely voice enough to fill this Hall, and besides, he did not train the girls of his school in mental arithmetic, and did not know the progress they had made, and the amount of time given to the study in the Normal School. He knew the class had been trained to a certain extent. Mrs. Clark, who had been called upon already, could give information on that point, and she would undoubtedly be listened to with pleasure, although her name *was* Clark. For himself, he agreed mainly with the views presented by Professor Anderson, and the training he had given pupils in the last four or five years had been directly in contrast with that style of teaching which would load the minds of young pupils with abstract subjects. Nothing was more abstract to the young mind than

complex fractions, and the usual mental exercises in arithmetic, especially in Colburn's. He maintained as a principle of mental philosophy, that no child ought to be driven into reasoning upon such abstract principles as were contained in the problem given in mental arithmetic. The whole idea of object lessons, and the whole idea of normal training, turned upon this proposition. Exercises of that kind should not be forced upon young pupils. It was a contradiction of the first principles of mental philosophy, and the child's mind would not naturally move in that direction. He did not believe in compelling a child to commit the multiplication table to memory, as he was made to do at six years of age. Colburn's Arithmetic was put in his hands, and he was obliged to get his lessons or be punished if he did not, at seven years of age. Before he was ten, he believed he could recite all of Colburn's; but he had a taste for mental philosophy, and for that reason had probably succeeded where others might have failed. At the same time, he condemned the practice of imposing these tasks upon young minds, because it was something that, generally speaking, they were not capable of. He would not thank any man or woman for teaching his child mental philosophy at seven years of age. If he was obliged to teach children in that way, he might do it, because he was obliged to get a living and support others by his salary; but he would do it under protest, and if left to his own understanding of what was right, he should throw the books out of the window, or somewhere else, because he did not believe in training children in that way, and fully sympathized with those who, for many years past, had been trying to convince the American people that such things were wrong. He had spent several years in the Normal School, trying to convince his classes that they were wrong, and though he had been laughed at, and expected to be laughed at hereafter, yet he should persevere, and should practice his own teachings, unless he was compelled to do otherwise, in order to earn his bread.

Professor Anderson said he was in favor of cultivating that noble faculty called memory. He had no doubt that children could memorize even up to twenty-five times twenty-five without great difficulty; but he would teach them to do it by the object system. He had no difficulty in accomplishing it by first teaching them to count, showing them that two times two are four by holding up his fingers in couples. He would not overcrowd the faculties of his pupils even though his bread and butter should slip away from him. If that should result, he would resign his position and go to work at some other hard work.

Dr. Lucky moved that Professor Wilkinson, Principal of the Institute for the deaf, dumb and blind, be invited to attend the Institute to-morrow afternoon, with a class from his school, to present and illustrate the modes of instruction there practiced. He said the exhibition was not only calculated to amuse and in-

terest them, but would give some valuable ideas to teachers, showing the course pursued in the instruction of those who are deprived of some of their faculties. One of the most pleasing and profitable days he had ever spent was when he had visited the Blind Asylum near Boston, where he saw Laura Bridgman, the deaf, dumb and blind girl, and that visit, he trusted, had made him a more hopeful and patient teacher for the past eighteen years.

The motion was carried unanimously.

Dr. Lucky announced that there were several pupils of the Normal School who were anxious to obtain positions as teachers, and called upon County Superintendents who were desirous to obtain teachers to confer with him during recess.

Professor Williams inquired if it was not possible for the San Francisco teachers to be present with the other members of the Institute all day on Friday, and also suggested that notice be given of the location of the different grammar schools which the members of the Institute were invited to visit.

The President said that one of the secretaries would post a notice giving the requisite information.

Mr. White announced that there would be a meeting of the State Educational Society after the adjournment.

The President said he would confer with the proper authorities in response to the suggestion of Professor Williams, and thought there would be no doubt that a vacation would be granted which would enable the city teachers to attend the Institute all day on Friday.

He announced that to-morrow afternoon the programme would be exercises in grammar; and if time permitted, the subject of School Discipline after the close of the exercises by the pupils of the Deaf, Dumb and Blind Institute. Also, that to-morrow evening, Mr. Simonton, County Superintendent of Solano county, would deliver an address; and a poem would be delivered by William H. Rhodes, more familiarly known as "Caxton." (Applause.)

Here the Institute took a recess till evening.

EVENING SESSION.

The Institute was called to order by the President at half-past eight.

Miss Dolliver read a beautiful poem entited "The Vagabond Boy."

Professor John LeConte, of the University of California, was then introduced, and delivered a profound lecture on the bearings of recent discoveries in science upon the Nebular hypothesis.

[An abstract of this lecture will be published in a future number of the TEACHER.]

Afterwards the Institute adjourned until to-morrow at 2 P.M.

THIRD DAY.

THURSDAY, May 6th, 1869.

The President called the Institute to order at two o'clock.

Prayer was offered by Rev. M. C. Briggs.

The pupils of the High School sung "Sunny Hours."

The Secretary read the minutes of yesterday's proceedings, which were approved.

The President said he knew he expressed the feelings of the Institute in cordially inviting the pupils of the High School to attend their sittings. They would all be glad to see them, and to hear them, from now to the close. He would also extend the same invitation to the pupils of the State Normal School. They would be glad at all times to see them and hear them.

The President announced as the special order for the afternoon, the report on Text-Books, and said he believed it had been tacitly, if not expressly, determined that a vote would be taken without further discussion. If, however, all were not satisfied with the discussion that had already taken place, he had not the power nor inclination to apply the gag law.

Mr. Swett said before proceeding to vote, he would ask for a division of the question, in order to vote on the matter of geographies separately. He thought that matter would not involve any debate.

The President said if there was no objection, the vote would be taken separately.

Mr. Cottle, of San Joaquin, moved that the subject of Text-Books be indefinitely postponed.

The President said he believed that motion was not debatable, and put the question, the vote resulting, on a division.—ayes, 130; nays, 20. So the whole subject was indefinitely postponed.

Professor Knowlton said the negative votes represented quality rather than quantity. (Laughter.)

The Secretary asked a re-count, as the ladies had not generally voted.

Professor Anderson said he believed every member was required to vote.

The President said he certainly should appoint a Sergeant-at-Arms to bring up all delinquents.

Professor Knowlton requested that no one should vote except members of the Institute.

A member rose to a point of order, that the Chair had already announced the result, and it was too late to call for a division or re-count.

The President decided the point of order well taken, and announced that the next exercise in order would be remarks on English Grammar, by Dr. Lucky, and Mr. Randall, of Stockton.

Mr. Randall, of Stockton, came up on the platform, and commenced to illustrate, upon the blackboard his mode of teaching English Grammar by the use of diagrams, but was interrupted

by Professor Wilkinson and his class, from the Deaf, Dumb, and Blind Institute.

Professor Wilkinson said: "Ladies and Gentlemen: In accepting the kind invitation of the Institute, yesterday afternoon, I had a double purpose in view: to interest and amuse you by some of our novel modes of instruction; and secondly, a higher purpose—that you may see what we do with those children of blindness and silence, in order that when you go to your distant homes, and perchance find some other one living in loneliness and sorrow, you may be able to tell them what you have seen here—to tell them what care California takes of these, her unfortunate children, and how they may be lifted out of their isolation and misery, into somewhat of the joy and beauty of life. [Applause.] That is the purpose for which I came here. The first purpose, namely, of amusement, would hardly have brought me here this afternoon. The mission of the entertainer may be, and probably is a worthy one, but it is not my mission in life. I shall consume as little of your time as possible, and yet, perchance, I may wear out your patience, because our movements must necessarily be slow, on the part of the blind especially. I shall consume no time in giving a history of our art of teaching, because that would take too long; but I shall show you first where we begin, and for that purpose I have brought here some of our babes; and next, where we end; and for that purpose, I have brought some of our best."

The Professor then proceeded with a most interesting exhibition, beginning with two little six year old deaf and dumb children, who displayed very remarkable powers of comprehension for children of that age, limited as they were in faculties; and ending with an extraordinary display of skill and intellect on the part of some of the older children, illustrative of the gratifying success achieved by him and his assistants, who had devoted their lives to their philanthropic work.

At the conclusion of the exhibition, Professor Wilkinson after returning thanks, requested all the teachers, coming from different parts of the State as they did, in case they should meet any deaf and dumb or blind children, whose parents either from prejudice against the institution or ignorance of its workings, were indisposed to allow them the advantages of this institution, and kept them at home and in ignorance and darkness, growing up in misery, without education and without the power of communication with their fellow beings, to lay before such parents the facts in regard to what they had this day seen and heard, and use their influence to have them sent to the institution, where the State of California had made the largest provision for their care and education. The State, he said, provided for everything except the clothing and traveling expenses of these unfortunates, and those entrusted with their care and education would deal as tenderly with them as if they were their own offspring.

Dr. Lucky offered the following:

Resolved, That the thanks of this Institute are due, and are hereby tendered to Professor Wilkinson and his Assistants for the very interesting and successful exercises just witnessed.

Resolved, That he convey to the pupils of his School our sincere thanks for their praiseworthy efforts.

Resolved, That he present to them our congratulations on the prospect of soon entering their new and beautiful home across the Bay.

Col. Holt, in seconding the resolutions, said: He was sure this audience would cordially agree with him, that children who had fallen into such hands as Professor Wilkinson's, were not in any sense of the word, orphans. They thanked God that these unfortunates could claim him as their father, who had been ready to pluck from his heart a rooted sorrow, and to devote his life to strewing with flowers the pathway of these children, through this bleak and sorrowful world.

The President, said before putting the motion on the resolution, he would repeat what had been said to him just now by a gentleman of this city, that this was the first time that his heart had been touched for ten years past; that he had been through all the scenes of the late civil war, through all its dangers, troubles, sorrows and horrors, but the scene on this occasion had touched his heart as it had not been touched for ten years. Another gentleman had said to him a moment ago, that he would be a better man for this exhibition. He echoed that sentiment, and had no doubt that all who heard him felt the same.

The question was taken on the resolutions, and they were unanimously adopted.

On motion, the Committee on Resolutions was requested to place these resolutions in their report.

Mr. Wilkinson said, while gentlemen had been speaking, and while the resolutions were being read, he had already conveyed the purport of what was said or read to the deaf-mutes of his class by means of the sign language and the finger alphabet, and he had only to express to the Institute his and their gratitude for the kind words which had been uttered, and the kind attention that had been given them. There were occasions from year to year when he with some of his pupils met with the public in exhibitions of this kind, but this was different from ordinary occasions, in that they felt sure of the sympathy of professional teachers, all of whom knew the trials and troubles they were called upon to endure with ordinary pupils. With these children more than ordinary care and patience must be exerted, but they felt they had their reward every day in the progress they saw made by the pupils, who came to them with minds like white paper, upon which they could write their own handwriting, day by day. He again thanked the members of the Institute for their kindness and attention.

The deaf and dumb and blind children then retired.

The President said they would resume to-morrow the exercises which had been postponed by this pleasant interruption, and

suggested that as to-morrow would be the last day, the Institute should meet at 9 instead of 10 o'clock.

Professor Anderson, as a member from the country, inquired what provision had been or was to be made to enable country members to participate in the great Pacific Railroad Celebration to come off on Saturday next.

Col. Holt said he understood from the telegraphic despatches that the last rail would be laid and the last spike driven on Saturday, and as Chairman of the Invitation Committee, appointed by those citizens who were preparing to celebrate the great event, he cordially invited all teachers from the country who could remain to participate in the celebration, and would take it upon himself to see that they were properly accommodated.

The President announced that the San Francisco School authorities had decided in reference to the wish of the Institute, to suspend the city schools to-morrow, so as to give all the teachers an opportunity to attend the Institute.

Professor Knowlton moved that the thanks of the Institute be tendered to Col. Holt for his invitation to attend the Railroad celebration; that the invitation be cordially accepted, and that a committee of five be appointed to make all necessary arrangements, so that the lady and gentlemen teachers who might remain in the city on Saturday might participate in the celebration in a body.

The President remarked that that was just the company he should like to train in.

The motion was unanimously carried, and the President appointed as the Committee, Prof. Knowlton, Prof. Williams, Miss Fowler, Miss Kennedy, and Mrs. Griffith.

Col. Holt said he would also extend the same invitation to the pupils of the State Normal School, and the Girls' High School.

A member from Sacramento reminded the country teachers that Sacramento would also celebrate the completion of the railroad on Saturday, and invited all who could do so to participate in that celebration.

The President announced a preliminary meeting of the State Educational Society this afternoon.

The Institute then took a recess till evening.

EVENING SESSION.

The President called the Institute to order at 8 o'clock.

Mr. Simonton, County Superintendent of Public Instruction of Solano county, was introduced, and delivered an address on the subject of True Education. [The address will be published in a future number of the TEACHER.]

Wm. H. Rhodes, Esq., of San Francisco, was next introduced, and after apologizing for not having prepared a poem for the occasion, as by some misunderstanding it had been announced

that it was his intention to do, proceeded to make a short speech on the general subject of education.

The President announced the programme of exercises for to-morrow, and that being the last day, the Institute would meet at 9 o'clock in the morning.

Col. Holt stated that a special place would be provided for all the teachers who could remain until the railroad celebration on Saturday, where they could sit together and witness the proceedings.

The Institute adjourned until 9 o'clock to-morrow morning.

FOURTH DAY.

FRIDAY, May 7th, 1869.

The President called the Institute to order, and the exercises were opened by singing "The Star Spangled Banner."

The Minutes of yesterday's session were read by the Secretary and approved.

The following additional names were registered:

San Francisco—Miss Wigham, Sallie L. Gummer, Carrie V. Benjamin, C. M. Pattee, J. P. Royall, John D'Arcy, Laura T. Fowler, Mrs. A. Griffith, Helen V. Shipley, Jennie Armstrong, Lizzie Everton, Isabella Gallagher, Mollie Gallagher, Lizzie Gunn, Margaret Wade, and Fannie Soule.

Yolo County—T. H. Steele.

Calaveras County—Kate Van Guelder.

Alameda County—Miss Mary Alexander, Nettie La Grange, Mary Sanderson, Mary H. Slavan, S. N. Jewett.

Sacramento County—Miss Addie H. Wells, Jennie A. Gourley, Hattie H. Gilmer.

Marin County—Miss Sinclair.

El Dorado County—Mary Van Guelder.

Santa Clara County—S. E. Shaw.

San Joaquin County—Mrs. E. Holloway.

Mr. Randall explained his method of teaching grammar, by means of diagrams, illustrating the classification of verbs, pronouns and participles. This method may be used in connection with any text-book. The subject could be taught in this manner with less labor and in less time than by any other the speaker had ever used, besides having the advantage of being more systematical.

A member said he believed Mr. Randall had made no mention of the neuter gender, and asked if he did not follow the classification of Greene's Introduction.

Mr. Randall said he followed Quackenboss, but the diagram might be changed to suit any text-book.

Mr. Marks said the masculine gender might be abolished with as much propriety as the neuter.

Mr. Schellhous asked Mr. Randall to state his method of disposing of the neuter gender.

Mr. Randall said he thought if a word had no gender, it was as well to say nothing about it.

Mr. Anderson asked Mr. Randall if there was such a thing as

a word having no gender. All nouns must be one of three kinds: those which will indicate the male sex, those which will indicate the female sex, and those which have no sex, to each one of which gender is ascribed; hence it is unreasonable to say that a word has no gender.

Mr. Knowlton said neuter gender was neither gender, and to call a word neuter gender was to call it no gender, which is equivalent to saying something is nothing.

Mr. Anderson said the words which were represented as having the neuter gender, were of a kind that were neither male nor female; and explained the difference between the classifications in the English and Latin grammars.

Mr. Knowlton said his experience in reviewing small children, led him to believe that there was a great mistake in the mode of teaching grammar. Children should be taught the sound of letters, and their combinations into words, and the objects represented by the words, and then the gender of those objects. No words ever had gender. Grammar ought to be taught more out of the heads of teachers. They depended too much upon text-books. The use of words should be taught with reference to the ideas, actions or objects which they represent. Grammar might be taught without the use of a text-book. Take simple sentences, and try to separate a name from the idea or action it represents, and encourage scholars to talk and write what they think, without restraint. Let them combine words into sentences, and tell the parts of speech of the words. He was in favor of frequent exercises of that character.

Mr. Anderson asked Professor Knowlton if he would be willing to dispense with the use of text books.

Mr. Knowlton said he would dispense with the use of text books on the subjects of grammar and arithmetic. He thought he could advance a class of pupils more rapidly without the aid of text books than by confining them to the books. He believed it would be better to discuss improved methods of teaching. Grammar and geography were not finished and complete sciences like mathematics, therefore, they were easily taught without a text book. The books on geography were constantly changing. The transpiring of great events made changes necessary.

Mr. Marks said he presumed every one had his own ideas in respect to the subject of gender. He was of opinion that things had sex and not gender, words had gender and not sex. A word which represented a thing which has no sex, is of the neuter gender. The common gender represents a thing which belongs to either sex.

Mr. A. L. Fitzgerald said he differed from Mr. Marks. Names only had gender, and animals had sex, and gender bore the same relation to names that sex bore to animals. This would settle all cases of gender without making applications in detail. He

also wished to ask how many tenses there were. Some authors made two, and some seventy-two, and he would like to have the principle settled on which to make tenses.

Mr. White said he thought the discussion upon the subject of gender not likely to come to any conclusion, owing to the disagreement in regard to the meaning of the word. The definition of the word is "kind." The grammatical definition is "distinction in regard to sex." It indicates which is male and which is female, and which has no gender, in our own language as well as the Latin.

Mr. Schellhous said he would like to have some gentleman parse the word "bird," in the sentence, "Richard broke the bird's wing."

Mr. Anderson said the sex of the bird may be either male or female, but the gender of the noun, according to most books would be given as common. That was the mode of parsing which had been accepted from time immemorial. The sense would probably indicate whether it was a male or female.

Mr. Schellhous said, some nouns, that in the English have no gender, in the Latin have gender, because the word itself conveys an idea, and is used to express a gender. In some English nouns it is impossible to determine anything about the sex, there being nothing whatever in the sense to determine the gender. In the Latin the adjective always assists in determining the gender, and a class would be expected to tell the sex of a noun by that means. Nobody can tell the gender in every instance by the English Grammer. That tells that gender is a distinction in regard to sex. What was a common distinction in regard to sex? It must be either masculine or feminine.

Mr. Woods said the object in teaching grammar was to enable pupils to speak and write correctly; and it was of no great importance what method was pursued so that the great object in view was attained.

Mr. Humphrey said grammar, as well as arithmetic, should be made as practical as possible. It was now conceded that some of the principles, in arithmetic for instance, duodecimals, alligation, multiplication and division by composite numbers, so far as their practical importance was concerned, might as well be left out. What practical good could result from a discussion on the subject of the neuter gender? Why discuss a matter which had no importance? Five minutes time was sufficient to teach a child all that was necessary to know about gender. As long as there were authors who would write, so long there would be differences of opinion in regard to minor points in grammar. The speaker gave his method in detail of teaching grammar with reference to classifying the parts of speech of words in sentences, and of parsing words with reference to gender.

The President said he did not see any probability of the controversy coming to a close, and announced that next in order

was an address by Dr. Lucky upon the subject of what grammar to use.

Dr. Lucky said he was requested, before the Institute met, by the State Superintendent, to conduct an exercise in grammar. He made some preparation to conduct that exercise, but the limited time and the great amount of business that remained to be done admonished him of the impropriety of attempting anything of the kind. We had quite a discussion on the subject of grammar, and he presumed that they might discuss it for weeks and be no nearer a conclusion than we are now. Teachers who have reached the top of the hill, alluded to by some of the speakers, if there are any such, do not need instruction. Those who are half-way up the hill will not receive instruction, because they know all about it. (Applause.) If he had time he would like to give a little encouragement to those who are at the bottom of the hill, who have just entered upon the duties of teaching, and the important responsibilities of that honorable profession. Much has been said with reference to the use and neglect of text books in grammar. He believed in having a text book and knowing how to use it just as little as is necessary. He believed that no teacher of experience would follow strictly any text book that is placed in his hands, but use it merely as a text book should be used—as a general guide, while he goes hand in hand with the pupil in experiencing the beauties of the study and the interest there is in it, not confining them simply to committing dry rules to memory. He believed in having a text book, that the pupil may know that there are some few fixed principles in grammar. He would have a text book, just as he would like, if traveling with a company of youth, to have some road marked out, and not left to follow his own inclinations to wander out of his way, and fail to reach any important object or point that he might wish to. He would like to have some road marked out and go hand in hand with his pupils, and show them the beauties on the right and on the left, departing occasionally from the customary track—coming back again to show them their progress, and thus they may reach the accomplishment of some important point. While some speaker was referring to the conduct of teachers who had reached the top of the hill, he thought of a sermon he once heard describing different denominations traveling up the same hill, all striving to reach the top, the preacher said some were so uncharitable, that if they had met any one who had got there without traveling their particular route, they would deny that he was there. (Applause.)

He thought grammar could be made one of the most interesting studies in our schools. He spoke now to the young teachers who were before him. He believed that grammar might be made exceedingly interesting and pleasant. The first requisite was for the teacher to have a proper idea of the use and purpose of grammar—To speak and write correctly. Whenever you cor-

rect a child for the improper use of language, you are giving that child a lesson in grammar. Whenever it uses a word in a wrong sense and in a wrong connection, and you correct that child, you are giving an important lesson in grammar. It is unnecessary to specially explain the reason of the correction. He did not believe or adopt the sentiment of many that children should never be taught what they could not understand. They should be taught many things, particularly in religion and morality, that they cannot understand. It was wrong to allow children grow to mature years without being educated in moral principle, because they could not understand them. It becomes operative sooner or later. If a parent tells a child a thing is so, he believes it is so. Let the teacher secure the interest of his pupil, and let the teacher draw his pupils into an intimacy with himself and to have confidence in him, and when he says a thing is right, he will believe it is right, and practice it, and after a while he will be able to understand why it is right. He believed that the the teacher is the authority in the school-room for grammar, and for everything else that is studied. He believed that children, as soon as they learned to write, should be taught grammar. Spelling exercises should be lessons in grammar. Accompanying these exercises in grammar with all the other exercises, the scholar will soon learn to speak correctly, which is a very important part of grammar. Thus let them write compositions, and simple sentences. As they write correctly, they obtain a correct knowledge of grammar, and if they can speak correctly and write correctly, it made no difference to him whether there were two genders or twenty genders. If he can speak correctly and write correctly —if he can send a pupil out to teach who can speak correctly and write correctly, it is no difference to him or to that pupil whether there are seven or seventy-two tenses. The object to be reached is correct speaking and writing. When they have learned this they will have learned what is of practical benefit. Then let them study, when they are more advanced or more matured, the philosophy of the language, and the relations of all the different parts of speech. First teach them practically to write and speak correctly. Many reporters of our papers have acquired a facility in writing the language by continual practice, but he doubted if many could tell whether there were two or twenty tenses. He did not know but these gentlemen present might be qualified to parse any sentence in the language, but he had seen correct writers and correct speakers who would not get twenty-five per cent. in an examination in grammar; and he had seen men who have taught for twenty-five years, whose answers would be declared incorrect because not in accordance with a certain standard. Brown's Grammar of Grammars refers to 502 books that its author studied to prepare that work, and no man could read that work without coming to the conclusion that there is no fixed standard whatever, that grammar is not a science, and the time

expended studying is almost wholly lost. He said when all denominations unite upon the proper interpretation of the Bible, then may we expect teachers to unite upon one standard grammar. He would state that at a meeting of the grammar masters, held in this city, which met to discuss the claims of different grammars, they were all united in one opinion, and that was that they had been unsuccessful in teaching grammar, and while there were no parents to listen they spoke their minds freely, and agreed that a great deal of time was spent in teaching children what they forgot as soon as they got out, and the result in view is not attained. We most always teach grammar by attempting to disprove the grammar we teach. The President of a university was once asked what book on moral science they used, and he answered that they used, or rather used *up* Wayland. That is the way a great many teach grammar. Quackenbos has been used up over this State; and Brown, and every grammar that could be named has been used up, and will continue to be used up. If there is no fixed standard—no philosophical principles to guide us, why quarrel about what grammar we use, or what is the number and gender of any particular word. Let us take our standard authors, and teach our pupils that they are the standards for writing and speaking. Let us learn to teach them to speak correctly. Let us spend three times as many hours as we now do in compositions. Let us have a daily exercise, and we will teach the children to write correctly, and when they go abroad they are as competent to speak and write correctly as Quackenbos, or Brown, or Clark, or any one else. These were his views with reference to the question of what particular grammar should be used. He was in favor of some grammar as a guide, and wanted the object to be accomplished, marked well out, and then labor for the accomplishment of that object. He believed if his fellow teachers would adopt this method it would make correct speaking and writing, the standard of classification and not simple ability to repeat rules. It would make the study much more successful, much more interesting to the pupil, and now without wearying the attention, he would stop and try to leave it, with a wish to return to it as a pleasant exercise, one of the most pleasant in the school.

Mr. McChesney said he would like to have Dr. Lucky point out particularly how this practical view of the question was to be carried out.

Dr. Lucky said that if he could answer that question satisfactorily to all teachers, he should feel that he deserved the tallest monument that could be reared in California. If he were asked for his plan he would be at a loss to give an answer. He had no special plan. He had no special text book that he loved above any other. But if he had a plan, it was to insist in the school, about home, and everywhere, upon the correct use of language. It was then to commence composition as soon as the

child learned to write—to have him continue composition as long as he goes to school in weekly or semi-monthly exercises. For the daily exercise, he would have them take a book and learn the nouns, and all the properties connected with them. He would have the little boys coming in from the play ground, tell him the number of nouns in the play ground, competing with each other to make the longest list, and tracing up the different properties, and the greatest number each could find. To have competition excited to see which one could place the most adjectives before a given noun, and the greatest number of nouns after a given adjective, and then take the same exercise with verbs. He would give them a noun and let them place as many verbs as they could after that noun. In this way advance step bs step, accompanying their reading lessons with exercises in grammar, pointing out the beauties that are found in the first, second, and third readers, until they acquire a style of good language and a correct knowledge of grammar.

Mr. Carlton said, as teachers might find points upon which standard writers differed, possibly they might be in doubt as to the correct course to pursue.

Dr. Lucky said he would use a text book all the time, and refer to it and the standard writers, to assist him in the instruction he gave pupils.

Mr. Carlton said he thought grammar should not be taught as a science, and ought not to be taught from a text book. It was a well known fact that some children when they were six years old, could talk as correctly as some who were sixteen. He once had a pupil in his school, six years old, who sat in front and corrected errors made by his class that entered the High School. He had been taught at home by an educated mother to speak correctly. Henry Clay used language well, but never studied a text book upon grammar. Andrew Johnson never studied a text book upon grammar, still his speeches and letters were always correct in respect to grammar. Many self-made men who had never looked inside of a grammar, could use language as well as anybody. He thought it was not a good plan to present principles of a philosophical nature, or of a kind which were not suitable for children. He had been made to commit Murray's grammar to memory at eight years of age. He was in favor of teaching the subject by referring to standard writers and speakers, rather than as an abstract science.

Mr. Humphrey asked Dr. Lucky if he was opposed to having pupils commit to memory the rules of grammar, if not, how could he dispense with a text book?

Dr. Lucky said he was not, and had said all the time they should use a text book, but he did not favor being confined to it.

Mr. McChesney said he would offer as a resolution that the time spent in the ordinary modes of teaching grammar was nearly all lost.

Mr. Carlton said he would second the resolution for the purpose of calling out a greater variety of opinion.

Mr. Bolander said the opinions he had heard were of no very recent date. They had been expounded many years ago, in institutions both of France and Germany, and were only new in California. He thought children only began to learn how to use language the moment they forgot all about grammar.

Miss Mary Morgan moved to take a recess for ten minutes, which was agreed to.

At the expiration of the recess, the convention re-assembling:

The President said, next in the order of exercises was the reception of an address by Miss Laura T. Fowler.

GREETING.

To-morrow, God willing, we will join in the celebration of the marriage of continents and oceans, and, on this eventful occasion, it is both right and meet that the women teachers of California act as bridesmaids, and send warmest greetings to the lady teachers of the East! Hand in hand we work for the uplifting of the masses of America. Believing that *honest labor* is the key note of America's greatness, *heart to heart*, we pray for, and hope for, the full equality and nobility of that labor! It is especially woman's work in the part this republic is taking in the history of our race, to educate and refine the growing millions that will people this land; and, *to do it well*, the doors of all our colleges must be thrown wide open for her admission, that she may walk unmolested the great temple of God's knowledge. If Rosa Bonheur may challenge Raphael's play with the sunlight, and Maria Mitchell trace the pathway of the stars, hand-in-hand with her world-renowned brother, so may we walk the school-room, equal with such as Thomas Arnold, if so be, by patient thought and study, we earn the high fellowship.

The scepter of Rome, or the ermine of England, did not make the fiddling Nero, the obese Henry, or the four Georges kingly! Neither did power make the mother of Constantine generous and devoted. Gold did not make the wife of Washington noble, and position did not make Mary Lyon the grand worker that she was. There is something in us all, alike answerable to the Master of us all, and *he* doeth well, *she* doeth well, who *worketh well!* Let not selfishness and scurrility, then, mar the blessed work of ennobling humanity—a work made noble by such names as Elizabeth Browning, Florence Nightingale and Emily Judson—the one a *scholar*, the other a *nurse*, and the last a *teacher*.

Lamartine says: "If we would foresee what the future is to think, we must observe what a few great minds are now thinking." Believe me, the questions of to-day will become the verities of the future. The wants and wrongs of an age will find

their exponent and redress in the next, and this age will be logrified when we are dead.

It is seldom a mind leaps the barriers of time, and works for the future. Only genius can tear asunder the golden screen. John Milton, with eyes closed in perpetual blindness, walked calmly and kingly into the enchanted vista, and wrote for a century ahead of his time; and the principles of that stern old brain, yet God-inspired soul, are the foundation principles of the land we call ours to-day! So, too, the impious age of Chateaubriand, scouted and scoffed at the thoughts that are now the glory and life of the civilized world.

As long as the human heart appreciates the sublime beauty of virtue and goodness, so long will the names of Cornelia and the Gracchi echo through Time. Rome was never so mighty as when the education of her youth was in charge of her mothers and daughters, and America will bear in her bosom the asp that will sting her to death, unless the channels of her national character are guarded by the purity of woman's thought and faith!

Permit us then, as legal representative of our profession, to send from this Institute, this greeting of our hearts to the great army of women working in our common schools all over the land! And let them be assured that California never will record her name behind the age in the co-equal education of her boys and girls! When she does, let the lightning refuse to obey her commercial nod, and the mountains sink and bury in oblivion her magnificent highway of the world.

Madame Brisac moved to place the greeting contained in the address upon the records of the Institute. The motion was agreed to.

Col. Holt stated that he had made arrangements by means of which the members of the Institute could have an opportunity of seeing the celebration to-morrow, from a platform to be erected in front of Platt's Hall.

Professor Knowlton suggested that mottoes be prepared for the celebration to read one side: "The Public School Teachers' of California—the pioneer developers of California minds." On the other side, "The ladies of California, delighted guests at the grand iron wedding of the East and West."

Dr. Lucky moved that the President be directed to send a greeting from the teachers of this State to the teachers of the Union, through Mr. Henry Barnard, the chief of the educational bureau of the United States. The motion was agreed to.

Mr. Anderson moved that the reporters and members of the press be invited to take seats on the platform with the members of the Institute, while they were witnessing the procession. He said the Press was the most powerful lever that could be enlisted in favor of education, and every effort should be made to gain and keep its friendship.

Professor Knowlton moved as an amendment that the report-

ers who had been in attendance during the session of the Institute, be declared honorary members, and be invited to join with the Institute in witnessing the procession.

The motion as amended was agreed to.

The President announced an invitation to visit the rooms of the Young Men's Christian Association; also, that a meeting of the State Educational Society would be held to-day.

The convention then took a recess until half past one o'clock.

AFTERNOON SESSION.

The President called the Institute to order, and the exercises were opened with singing by pupils of the State Normal School.

The President said, a lecture on Music, by Dr. Crossett of Tuolumne, and an exercise in Elocution, to be conducted by Professor Knowlton, were upon the order of exercises for the afternoon, but it had been agreed to dispense with them, on account of the want of time, and the Institute would receive the report of the Committee on Resolutions, after the Secretary had read the minutes of the morning session.

The Secretary read the minutes of the morning session, which were approved.

Mr. White presented, as the report of the Committee on Resolutions, the following series of resolutions, which report was received and the committee discharged.

Resolved, That we recognize in the Teachers' Institute one of the most efficient means of uniting in the bonds of a cordial co-operation, and of inspiring with fresh zeal and enthusiasm the laborers in the great cause of education, and that it is our earnest conviction that we shall go forth from this Institute with new strength, and with new zest to our educational labors.

Resolved, That while we have been edified and instructed by the lectures and discussions of this Institute, we are strongly impressed with the belief that our Teachers' Conventions ought to be of a more practical nature; that there should be fewer lectures, less discussion in relation to Text Books, and other unprofitable matters, and more class exercises, and a greater amount of practical School-room work.

Resolved, That the thanks of this Institute are due, and are hereby tendered to our worthy and efficient State Superintendent, Hon. O. P. Fitzgerald, for the marked ability and the uniform courtesy that he has displayed while presiding over our deliberations. To Messrs. Philip Prior, M. M. Scott, and Miss Clara G. Doliver, Secretaries of this Institute, and to the other Officers and Committees, for their unremitting attention to their duties; also, to the Members of the Press, who have so assidiously attended our sessions, and so faithfully reported our proceedings. That our sincere thanks are due, and are hereby tendered to all the lines of travel of this State that have extended to this Institute the courtesy of issuing to its members, free passes over their several routes; to the Proprietors of Woodward's Gardens; to Messrs. Snow & Roos, of the Art Gallery; to the Mercantile Library Association; and to the Young Men's Christian Association, for the cordial invitations to visit extended by them to this Convention.

Resolved, That the Members of this Institute have taken much pleasure in, and derived great profit from, their visits to the Public Schools of San Francisco; and that we heartily congratulate the Superintendent, the Board of Education, and the Teachers of the Department, on the remarkable efficiency already attained, and the evidences of thoroughness everywhere manifest.

Resolved, That we hereby tender our thanks to the Superintendent, and to the Board of Education of this City, for the use of the Lincoln School Hall, which they have so kindly placed at our disposal as a place of meeting for this Convention.

Resolved, That we, the Teachers of the Public Schools of the State, in convention assembled, are opposed to any change in the present State Series of Text Books, until we are satisfied that better books are to be substituted.

Resolved, That a uniform system of weights and measures is a great desideratum: therefore, the Members of the Institute do most heartily approve and desire the adoption of the French Metrical System; and recommend the Teachers throughout the State to bring it to the notice of their classes.

Resolved, That our Educational Organ, the *California Teacher*, deserves the hearty support of every Teacher and of every friend of education throughout the State.

Resolved, That the thanks of this Institute are due, and are hereby tendered to Prof. Wilkinson, and his assistants, for the very interesting and remarkably successful exercises witnessed by us on Thursday, P. M. That he convey to the pupils of his school our sincere thanks for their praiseworthy efforts. That he present to them our congratulations on the prospect of soon entering their new and beautiful house across the Bay.

Resolved, That the State Superintendent be requested to ask the next Legislature to pass a law embodying the following provisions: That the time for holding examinations by State and County Boards should be fixed by law, so as to secure a simultaneous action of said Boards. That no special examinations be held without the consent and participation of all the members of the Board: and that the examination be conducted in the same manner as the regular examination, and with entirely new questions. That uniformity and impartiality should be the rule in all examinations of teachers.

It was agreed to take up and consider the resolutions *seriatim*.

The Secretary read the first resolution.

Mr. Anderson said he was opposed to this resolution, because he thought the benefit derived from the sessions did not compensate for the expense which it entailed upon the tax-payers.

The President said he was of opinion that biennial sessions would meet all the demands of the Institute, though he did not think the argument of expense a good one.

The resolution was adopted.

The Secretary read the third, fourth, fifth, sixth, seventh, eighth and ninth resolutions, which were adopted without debate.

Mr. Anderson moved to amend the second provision of the tenth resolution, by inserting the word "majority" in place of the word "all." He said there would be great difficulty in convening the members of the Board, particularly those who live in the country.

The amendment was not agreed to.

The President said he hoped the resolution would not pass. It would be impossible for the State Board to comply with its requirements, without sacrifices which they ought not to be asked to make.

Mr. Rosseau said he thought if the State Board of Education could not attend to their duties, they should resign, and a Board be appointed which could.

The original resolution was adopted.

A resolution was offered recommending a change in the law

regulating the action of the State Board, in granting teachers certificates, etc. After discussion, the resolution was lost.

Mr. Anderson offered the following resolution:

Resolved, That the questions for examination selected from different studies should be abbreviated and simplified, the same being now so voluminous and intricate that it is morally impossible for those who are otherwise good teachers, to attain the requisite standing.

He said candidates were often required to answer eighty or a hundred questions. They were too numerous and too complicated. They should be abbreviated and simplified.

The President said he was of the same opinion.

Mr. Kennedy spoke in favor of the resolution. He said last January he had been compelled to pass an examination of one hundred questions.

Professor Williams said he was opposed to following the text-books so closely in the preparation of questions.

Mr. Anderson said the principal defect in the questions was, there not being general in their nature.

One of the ladies said she had counted on her examination papers THIRTEEN HUNDRED questions, and supposing each question to require one minute's attention, she would have spent over twenty-one hours in answering them.

The resolution was unanimously adopted.

Mr. Clark offered the following resolution, which was adopted:

Resolved, That the State Superintendent be requested to publish his annual address in THE CALIFORNIA TEACHER.

Prof. Knowlton offered the following resolution:

Resolved, That the time of the biennial State Institute be fixed so that its sessions may hereafter come during the month of September.

Miss Withrow said she was opposed to the resolution on account of its being exceedingly disagreeable and unpleasant to travel through the State in the month of September, and was in favor of having the time fixed at some more agreeable period of the year.

Mr. Clark said he was in favor of September.

The resolution of Professor Knowlton was adopted.

Mr. Flood offered the following resolution, which was adopted:

Resolved, That the Legislature be requested to grant suitable compensation to the members of the State Board of Examination and the State Board of Education.

Mr. Anderson moved that the address of Mr. Simonton be published in THE CALIFORNIA TEACHER.

The motion was agreed to.

Mr. White offered the following resolution:

Resolved, That we hear with pleasure of the continued prosperity of the State Normal School; that we endorse the action of the State Board of Education in recommending the removal of the School from the city; that we recommend the State Board to add another year to the present course of study, as soon as it can be consistently done; that we recommend the adop-

tion of some plan that will diminish the expenses of pupils attending the Normal School.

Dr. Lucky said the part of the resolution referring to the removal of the school had been unanimously adopted by the State Board of Education. If it could be removed to some village or town outside of the city the expense of attending the school would be diminished by sixty or eighty per cent.

Mr. Coggins said this was a matter of considerable importance, and it had not been discussed to any great extent. This city had many advantages which no other place could offer; and he had heard no good reason assigned for desiring the removal.

Dr. Lucky said one very good resaon was, that San José offers a building worth $50,000.

Mr. Rousseau said he thought San Francisco much the most appropriate place for the school. The majority of the scholars resided here. The Board of Education had always provided rooms for the school. He was opposed to the removal.

Mr. White said San Francisco had too large a representation in the school, and it was going to be insisted that the city be restricted to its proper number.

Dr. Lucky said that should be remedied at the earliset moment.

Mr. Humprey said he was opposed to the resolution. The school should remain here, where most of the pupils live. He thought the matter ought to be discussed more thoroughly before a vote was taken upon it.

Mr. Coggins moved to indefinitely postpone the resolution.

The motion was agreed to.

Mr. D'Arcy moved to take a recess of ten minutes.

Mr. Simonton moved to amend the motion by inserting fourteen months in place of ten minutes.

The amendment was not agreed to.

The Institute took a recess of ten minutes.

After the recess, the President stated that several exercises which were in the regular programme, had been unavoidably crowded out.

Master Sigmund Ackerman declaimed SHAMUS O'BRIEN.

Mr. Clark said some of the ladies had expressed a desire to hear a reading by Prof. Knowlton.

The President invited Professor Knowlton to favor the convention with a reading.

Professor Knowlton recited a poem of Dr. Holmes, entitled "Bill and Joe."

Master Humphreys gave a declamation.

Col. Holt said he had been requested by some of the members to propose that Mrs. Clara Dolliver favor the Convention with a recitation.

Mrs. Dolliver recited her poem, entitled, "No Baby in the House."

The President said the session of the Institute had now reached its close. It had been pleasant, spirited, and he trusted profitable to all. He was thankful to the members for their co-operation and sympathy, and, in so far as the Institute had not been a perfect success, he was willing *to accord all the credit to the members,* and take the blame himself.

The exercises closed by singing the Doxology.

The Institute then adjourned *sine die.*

GRADUATING EXERCISES OF THE STATE NORMAL SCHOOL.

The State Normal School closed its term on Friday, May 21st, with suitable exercises, at Platt's Hall. Following is the programme :

Opening March. By the Band.
Invocation. Rev. Mr. Sawtelle.
Opening Chorus—Go Little Bark. By the School.
Essay—Plus Ultra, with Salutatory. Augusta M. Stowe, Santa Clara county.
Essay—Power of Spoken Thought. Cary A. Northcutt, Sonoma county.
Music—Chorus, Song of the Mountain. By the School.
Essay—Purifying Fires. Mary A. Wright, Monterey county.
Essay—We Color our own Sky. Clara B. Millett, City.
Music—Song, The Pale Bright Star. Mary Withrow, Junior Class.
Essay—Custom, the Greatest Tyrant. Ella L. Whitmore, Sonoma county.
Oration—Elements of Success. Samuel S. F. Buckman, City.
Essay—Life's Rubicons. Kate F. McColgan, City.
Music—Mother, Thou art the Dearest One. By the School.
Essay—Things, as well as Books. Anna Bryant, Sonoma county.
Essay—The Dead Sea. Mrs. S. Jennie Mann, Alameda.
Music—Away, Away. By the School.
Essay—Men Wanted. Mattie A. Stegman, Mariposa county.
Essay, with Valedictory—The Field before us. Marietta J. Gould, Santa Clara county.
Presentation of State Certificates. By State Superintendent.
Address, and Presentation of Diplomas. By Principal.
Address to Graduates. By Governor Haight.
Music—Chorus, Good Night. By the School.
Benediction. Rev. Mr. Loomis.

The exercises passed off pleasantly, and the large graduating class made a fine appearance. The Valedictory, by Miss Gould, was admirable both in matter and manner. A little episode at the close indicated the sensitiveness of the public mind with regard to some subjects. In the essays read there were some allusions of a sectarian and political character, which gave offense to a portion of the audience. The State Superintendent, in accordance with his avowed policy of excluding all controverted topics of such character from the public schools, expressed his regret that such allusions had been made, though he was sure they were not intended to give offense. This remark was received with applause and hisses, the applause preponderating. The State Superintendent's object was to allay, not to produce, excitement. In expressing his regret that such offensive allusions were made, he was only carrying out the line of policy to which

he is committed, and which he will pursue to the end—that is, to ignore all sectarianism and all politics in public schools. This is the almost universal wish of the people of California of all parties and of all shades of religious belief.

DEPARTMENT OF PUBLIC INSTRUCTION.

BOARD OF STATE NORMAL SCHOOL TRUSTEES.

The Board of Trustees of the State Normal School met at the office of the State Superintendent on Friday, May 21st, 1869.

Present—Messrs. Cottle, Trafton, Denman, Braly, Swezey, Sibley, Fitzgerald.

Governor Haight being absent, Mr. Cottle was called to the chair.

Rev. W. T. Lucky, A.M., Principal of the State Normal School, made a verbal report of the history of the school during the year, and a detail of matters connected therewith.

On the recommendation of the Faculty, Normal School Diplomas and State Certificates were granted as follows, viz:

S. S. F. Buckman	San Francisco.	Clara A. Mackie	San Francisco.
Mary Alabama Wright	Monterey Co.	Mary Agnes Thomas	San Francisco.
Marietta J. Gould	Santa Clara Co.	Esther Solomon	San Francisco.
Clara Bell Millett	San Francisco.	Annie Hayburn	San Francisco.
Augusta M. Stowe	Santa Clara Co.	Louise Lacey	San Francisco.
Ella Ladora Whitmore	Sonoma Co.	Maggie E. Smith	San Francisco.
Anna Bryant	Sonoma Co.	Absalom Thomas Jones	Sonoma Co.
S. Jennie Mann	Alameda.	John Moore Curragh	Alameda Co.
Kate F. McColgan	San Francisco.	Nellie Robinett	San Francisco.
Cary A. Northcutt	Sonoma Co.	Emma E. C. Stineen	Sacramento Co.
Mattie A. Stegman	Mariposa Co.	Annie E. Grogan	San Francisco.
Adella Pepper	San Joaquin Co.	Emily U. Lindberg	San Francisco.
Ruth G. Campbell	San Francisco.	Olive G. Parker	San Francisco.
Mary Elvira Pratt	Alameda Co.	Mary Bell	San Francisco.
Alice Weed	San Francisco.	Maggie H. Watson	San Francisco.

On motion of Superintendent Fitzgerald a committee of three was appointed to consider the subject of the permanent locating of the State Normal School, and to confer with parties representing the various localities that may compete therefor: Fitzgerald, Denman and Braly.

Teachers were elected for the ensuing year, as follows: Rev. W. T. Lucky, A.M., Principal; H. P. Carlton, Vice Principal; Miss E. W. Houghton and Mrs. D. Clark, Assistants.

The salary of the Principal was raised to $3,000. The other salaries remain as last year.

Messrs. Fitzgerald, Swezey and Denman were appointed to act as an Executive Committee for the ensuing year.

Adjourned, to meet at the call of the Secretary.

STATE BOARD OF EDUCATION.

The State Board of Education met at the office of the State Superintendent, San Francisco, on Friday, May 21st, 1869.

Present—Messrs. Trafton, Swezey, Lucky, Braly, Denman, Cottle and Fitzgerald.

Governor Haight not being present, Mr. Cottle was called to the chair.

Life Diplomas were granted to the following Teachers, viz:

E. M. Preston.....Nevada county.
Eugene T. Thurston.....San Francisco.
John C. Gray.....Oroville.
Isaac Upham.....Marysville.
E. G. Schellhous.....Solano county.
W. A. Sanders.....Red Bluff.
E. Rousseau.....Sacramento county.
Melville Cottle.....San Joaquin county.

Superintendent Fitzgerald, from the Committee to revise the list of District Library Books, presented a report, which was adopted.

Marks' First Lesson in Geometry was recommended for use in schools of suitable grade.

Also Bonnell's Manual of the Art of Prose Composition.

On motion of Mr. Denman,

Resolved, That it is the sense of the State Board of Education that the willful neglect on the part of a Teacher to attend a County Institute, duly called by authority of the County Superintendent, is a sufficient cause for the revocation of the Certificate of the Teacher guilty of such neglect.

Passed unanimously.

Adjourned, to meet at the call of the Secretary.

STATE NORMAL SCHOOL.

The next scholastic year of the Normal School will commence on the first day of July. All candidates for admission should be present at that time. A county that is unrepresented on that day, will forfeit its *right* to representation, though its delegates will be received afterwards, if there is room.

For admission to the Junior, male applicants must be at least seventeen years old, and female applicants at leart sixteen years old. For admission to the Senior Class, the applicants must be respectively eighteen and seventeen.

No pupil should apply for admission who has not a recommendation from the County Superintendent.

The County Superintendents will promote the interests of the school and save the feelings of their representatives, by giving them an examination sufficient to convince themselves that they have the requisite qualifications, and are of sufficient age to enter the desired class.

STATE TEACHERS' INSTITUTE.—The short-hand report of proceedings of the State Teachers' Institute crowds out everything else from this issue of the THE TEACHER. As to *quantity*, there is no lack. As to *quality*, all of us can do better next year.

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State Normal School.

BOARD OF TRUSTEES.

H. H. HAIGHT.....Governor.
O. P. FITZGERALD.....Superintendent of Public Instruction.
JAMES DENMAN.....Superintendent, San Francisco.
MELVILLE COTTLE.....Superintendent, San Joaquin County.
J. H. BRALY.....Superintendent, Santa Clara County.
Dr. A. TRAFTON.....Superintendent, Sacramento County.
S. I. C. SWEZEY.....San Francisco.
J. M. SIBLEY.....San Francisco.

TEACHERS.

Rev. W. T. Lucky, A.M.....Principal.
H. P. Carlton.....Vice-Principal.
Miss E. W. Houghton.....Assistant.
Mrs. D. Clark.....Assistant.

The next Term will commence on the 1st day of July, 1869. All candidates for admission must be present at that time.

COURSE OF STUDY.

REQUISITES FOR ADMISSION.

To secure admission to the Junior Class, Second Division, applicants must pass a written examination on the following subjects, viz.:

Eaton's Common School Arithmetic—to percentage.
Eaton's Intellectual Arithmetic.
Greene's Introduction to English Grammar.
Willson's Fourth Reader.
Spelling; Penmanship.

Applicants for an advanced Class will be required to pass an examination on the studies previously pursued by that Class.

Junior Class—*First Session.*

Arithmetic—Eaton's Common School—complete.
Grammar—Quackenbos'—begun.
Geography—Guyot's Common School.
Reading—Willson's Fifth Reader.
Moral Lessons—Cowdery's.
Spelling—Willson's Larger Speller.

Junior Class—*Second Session.*

Arithmetic—Eaton's Higher.
Grammar—Quackenbos'—complete.
Rhetoric—Boyd's.
Physiology—Cutter's Elementary.
History—Quackenbos'.
Vocal Culture—Russell's.
Book-Keeping—Payson & Dutton's Single Entry.
General Exercises throughout the Junior Year—Penmanship; Object-Lessons; Calisthenics; Methods of Teaching; School Law; Composition and Declamation.

Senior Class—*First Session.*

Arithmetic—Eaton's Higher—reviewed.
Algebra—Robinson's Elementary.
Grammar—Greene's Analysis.
Natural Philosophy—Quackenbos'.
Physiology—Cutter's Larger.
Rhetoric—Boyd's.
Natural History—Tenney's.

SENIOR CLASS—*Second Session.*

Botany—Gray's.
Physical Geography—Warren's, with Guyot's Wall Maps.
Normal Training—Russell's.
Geometry—Davies' Legendre—five books.
English Literature—Shaw's.
Book-Keeping—Payson & Dunton's Double Entry.
General Exercises—Same as in Junior Year.

REGULATIONS OF THE STATE NORMAL SCHOOL.

Adopted by the Board of Normal School Trustees, March 28, 1868.

1. All pupils, on entering the School, are to sign the following declaration of intention:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

Male candidates for admission must be at least eighteen years of age; and female applicants at least fifteen years of age; and all must possess a good degree of physical health and vigor.

2. No person whose age exceeds thirty years shall be admitted to the School, except teachers who are fitted to enter the Senior Class.

3. Whenever the number of applicants from any county shall exceed the number to which that county is entitled by law, the applicants shall pass a competitive examination before the County Superintendent, and the County Board of Examination; which examination shall be conducted in the same manner as county examinations for third grade teachers' certificates. The persons passing the highest examination shall be eligible to admission in the order of their standing in examination.

4. All applicants are required to present letters of recommendation, and certificates of good moral character, from the County Superintendent of the county in which they reside.

5. All new applicants shall present themselves for examination at least three days previous to the regular day of each term commencement; and no pupil shall be admitted during term time, except in case of teachers who hold at least second grade State or County certificates.

6. The Principal of the School shall keep a register of the attendance of pupils, and shall report monthly, to the Secretary of the Board, the whole number enrolled, the average number belonging, the average daily attendance, the percentage of daily attendance, and such other statistics as may be required by the Executive Committee of the Board.

7. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one term of five months.

8. The Normal School shall be divided into two classes: Junior and Senior —each divided into two divisions.

GENERAL INFORMATION.

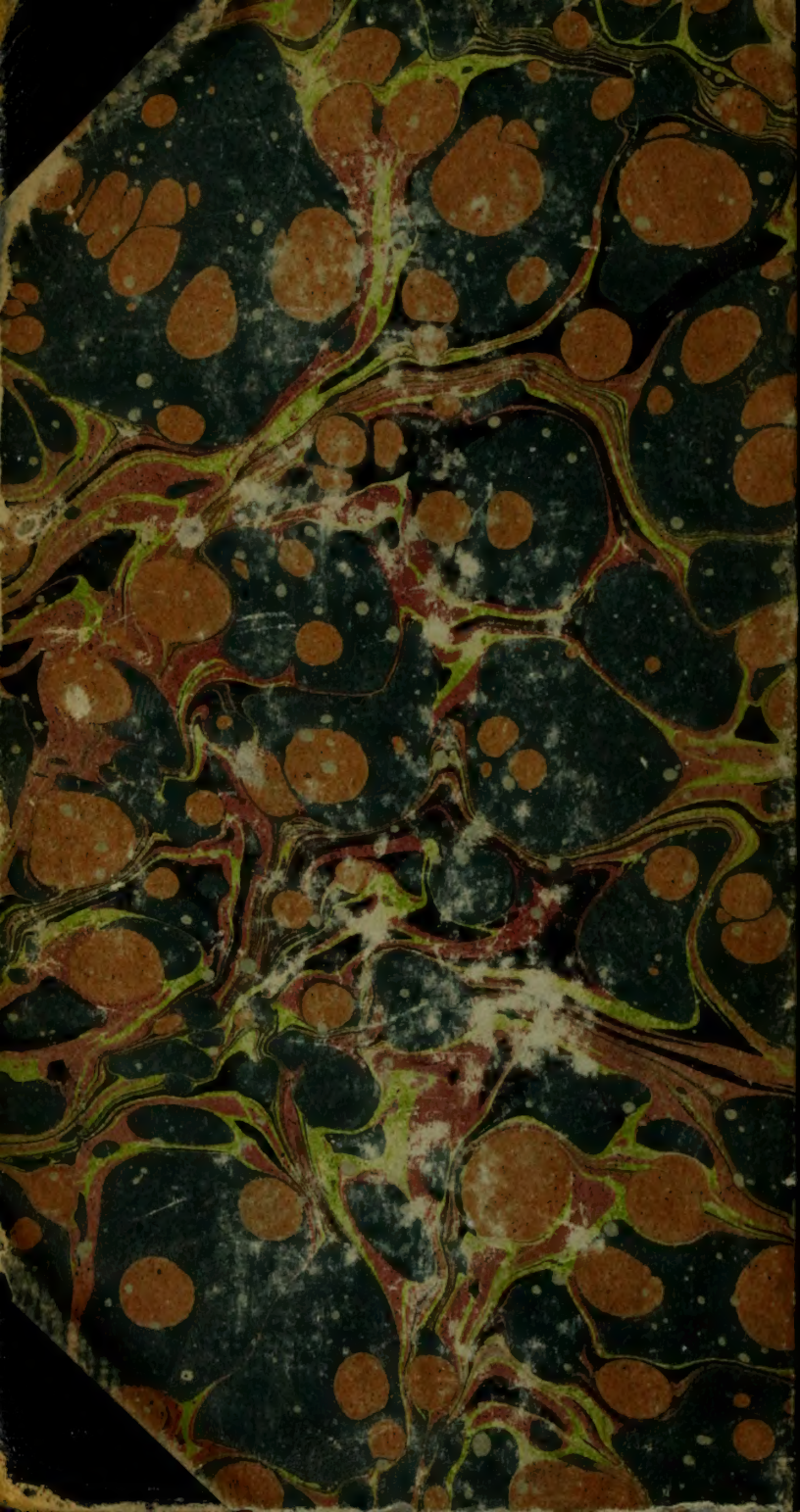
The time for completing the Normal School course is two years, each divided into two terms of five months.

There will be Written Examinations and Public Exercises at the close of each term. The Graduating Exercisee will be in May.

Pupils will be required to furnish their Text Books. Books for reference will be furnished by the State. Good boarding can be procured at about twenty-five to thirty dollars per month.

Applicants will please read attentively the "Regulations" as given above, particularly the Fourth and Fifth.

All graduates will be required to pass an examination on the entire course. Those who complete the studies of the Junior Class will be entitled to certificates of qualification, for teaching schools of Second and Third Grade.

For additional particulars, address

REV. WM. T. LUCKY, A. M., PRINCIPAL, San Francisco.